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NEW YORK AND CHICAGO.

VOL. XLI.—NO. 23.
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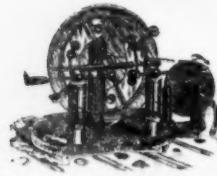
books and passages, only the name of the writer being indicated as authority for each word or phrase; and by limiting the illustrative citations to those which are typical or peculiarly instructive. Proper names, too, have been excluded, except those which, because of peculiarities of form or of their derivations, require special explanation.—*Extract from Preface.*

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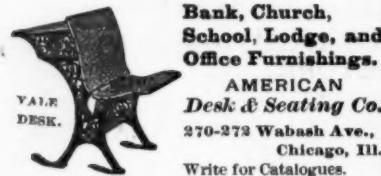
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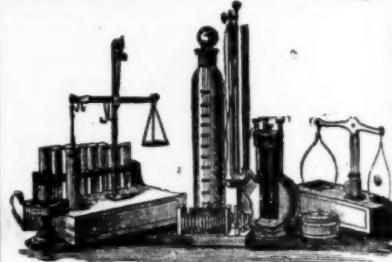
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CONTENTS.

EDITORIAL.
Christmas—Prof. Roberts' Ideas of Education—The "Finishing School"—Plain Words from a Newspaper—The German Emperor on Educational Reform—Religion in the School!—The Teachers' Fair—Grading.....

355

356

EDITORIAL NOTES.

CONTRIBUTED ARTICLES.
As to Disobedience.....
The Pope School, Somerville, Mass.....
The Teachers' Bazaar. *By M. A. Carroll*.....
Accidents.....
Sitting and Standing Correctly.....
People who Like Poison.....
A Lesson on the Human Body.....
Civil Government.....
What the United States Received and Paid out Last Year.....
Robert Burns.....
Biographical Sketches.....

357

358

358

358

358

359

360

360

IMPORTANT EVENTS.....

Of Special Interest to Pupils.....

361

361

CORRESPONDENCE.....

THE EDUCATIONAL FIELD.....

New York City.....

362

363

BOOK DEPARTMENT.

New Books.....

364

Announcements.....

364

Magazines.....

364

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THE return of the Christmas anniversary has come to have a deep significance; The history of the world takes on a different hue after the three and a-half years of teaching and example of Jesus of Nazareth. The generations of men up to the date of his birth had no definite aim; afterward there is a motive apparent—dim at first, plainer now. The rulership of the Creator had not been assented to before; but from this point of time an organized effort was made to place before mankind the rightfulness and the value to them that the Creator should be acknowledged as ruler.

This effort, feeble at first, has grown into large proportions; this is the distinct aim the churches have before them; to them the celebration of Christmas has a meaning far different from what it has to the ordinary throng. To them it is a historic fact that divides the Old from the New.

And we may confidently assume that what the world is to do hereafter is to be based on the fact that some nineteen hundred years ago a personage was born on this earth whose coming assured mankind that the deepest sympathy existed in the heart of the Creator for his children on earth. It is not too much to say that the years are coming when all men the wide world over will celebrate Christmas day. It is the wish of man to keep alive the memory of those who have benefited the race; and as time rolls on it is more and more apparent that of all the benefactors that have appeared on this earth, Jesus of Nazareth stands shining at the very head.

PROFESSOR ROBERTS, of Cornell university, has been telling what he would do if he were young again, and his account is extremely interesting. The first thing, would be to hire a teacher who would conduct him through arithmetic in two years instead of seven. This reminds us of a remark President Eliot recently made concerning reading in schools. He said that "all the reading done in school during the first six years can be read aloud by an expert reader in forty-six hours, and that it would make but three pages of an ordinary newspaper." He still further said that "the entire amount of arithmetic learned in two years, amounted to eighty-eight pages, and a high school graduate wrote out the entire work in fifteen hours." Professor Roberts declares that he would find a teacher with both "inspiration and aspiration." This is good but how many such teachers are at liberty. They are seldom found seeking for a job. He also says that he would be taught "what to eat and how to eat; how to work and when to play; how to grow strong and beautiful; how to become good and true, and how, and to whom, to give thanks." He thinks that the hardest thing for a young person to do is to "keep still," and the easiest is to put forth muscular effort; so he would be careful not to work too long or hard, in order that vitality might be left for the harder effort of thinking. He would not have so much theoretical knowledge and purely mental and moral training, that he couldn't make a wash-board or a shoe, or an apple barrel. Evidently Professor Roberts is a self-made man, and our prevailing systems of education would have to be very much modified in order to meet his views, but it strikes us that he has said a good many sensible things.

IT is well that one old-fashioned thing has passed away. We refer to the "finishing school" of the last generation. Our fathers seemed to believe in completing any work they commenced, and they made education no exception to the general rule. When the young lady came home from the boarding-school, she was finished. This certainly was a satisfactory thought; it gave an element of great uncertainty to the average grandfather and grandmother, when they were told that an education could never be ended, and we to-day can hardly rid ourselves of this old notion. The young lady of more or less fashion, has her "coming out" party, after which she turns her back upon books and schools, and gets along as best she may with her smattering of French and modicum of history. It is well to impress pupils with the thought that school work is only preparatory to the larger work of life.

THE Pittsburg *Bulletin* has been metaphorically going for the teachers of the Smoky city because some of them have contended that the proper use of the English language can be obtained by a close study of grammar. It declares that the children laboriously commit to memory the various rules which govern spoken and written language, and strive to remember why it is that the expressions, "I have saw," "I seen," "I done," "have went," are incorrect. They master the rules, but the good work is lost sight of when the school-room is left. The *Bulletin* concludes its article by saying that, "if there were less blind faith in the potency of memorized rules of grammar, and more intelligent censorship, there would be fewer atrocities of speech perpetrated by well-dressed, well-behaved, and seemingly well informed people."

All of this is sensible. If intelligent papers all over the country would write as logically and as cogently as the *Bulletin*, the methods of teaching how to speak, read, and write the English language correctly would speedily be changed, and the study

of the grammar book be placed in the junior year of the college course among its kindred philosophical branches.

THE German emperor's speech on education has made a great sensation in Germany. It is a sweeping condemnation of classical education, and has created consternation in the ranks of those who have supposed there was no education but by poring over Greek and Roman books. The emperor alluded to defects of the present high school system in Prussia especially; he declared that those who teach should themselves be educated, which could not be said of all teachers in that country. He also dwelt on certain physical ailments, especially short-sightedness, which were increasing to an alarming extent, and said these were due to the long hours and bad ventilation in the school-rooms. The country needed soldiers would these young men make good ones? The country also stood in need of intellectual leaders; if 74 out of 100 were short-sighted would they be fitted to lead? When he studied at Cassell no fewer than eighteen of his fellow-pupils out of a class of twenty-one wore spectacles, while some of these with their glasses on, could not even see the length of the table. As father of his country he felt bound to declare that such a state of things must cease.

Then, as regards the basis of instruction in high schools; it ought, his majesty said, to be German, and their principal aim should be to turn out young Germans, instead of youthful Greeks and Romans. They must courageously break with the medieval and monkish habit of mumbling away at much Latin and a little Greek, and take to the German language as the basis of all their scholastic studies. Preference should be given in all schools to German history, geographical and legendary.

But besides improving in the manner of teaching and changing the matter, the pupils must not be kept so long in the school-room.

THE conference on religious instruction in the public schools, it may be prophesied, is the last that will be held. The general feeling was too plain to be misunderstood; it was that the public school is a state institution and hence that religion has no place in it. It is well to notice that Catholics were not represented and that the Baptists refused to attend.

It is a fact that New York City teaches morals and maintains its exercises in her state university, in state benevolent and reformatory institutions, and in a very large portion of the state common and high schools. Yet it is expedient that the extent to which it is exercised—should be maintained in any school—should be left to the general voice of the constituency of that school taking great care that no rights of conscience shall be violated. It seemed, also, to the conference that the right persons should be appointed as school officers and school teachers in every county, city, and district; and in order to accomplish this end there should be an entire separation in the election of school officers between the issues of politics and school matters. The conference also considered the question of preparation of text-books on practical morals and their introduction into the schools. This last question is a very difficult one; for on what do morals stand except upon religion? But this opens a question we cannot discuss this week.

THE teachers of this city are engaged in a work that should be taken up in all large cities. The fair now being held at the Lenox Lyceum is for the purpose of raising funds for the payment of annuities to teachers who become incapacitated, physically or mentally, for work. We are pleased to learn that the patronage of this fair has been generous.

GRADING.

No subject is occupying the attention of our best teachers more than this. The enormous growth of our public school system seems to necessitate the massing of a large number of pupils together in the same building. This is at present a necessary evil—for all admit that it is an evil—but the greatest difficulty is not found in putting so many pupils in one building, as giving to one teacher, more scholars than she can properly take care of.

With all the advances we may make in methods, we shall never find out how to do a child any good except by personal contact with him. Individual instruction is the only instruction possible. Some of our readers may be disposed to doubt this statement,—but let them think a moment:—We can mass inanimate things as grain and water, and get good results, for the things massed have no individual thought. We can even mass soldiers, and make them move as a unit, but we do it at the expense of personal independence. A child is a thinking being, and must be treated as such, and the only way ever found of increasing thought is by bringing it in contact with other thought. When the school is so large that any child in it fails to catch inspiration from the teacher's eye and voice, that child is getting no good, but, on the other hand, is receiving positive detriment.

Perfect grading consists in placing together pupils of about the same age, proficiency, and mental capacity; so that instruction for one may be for all, and what interests one will interest all, and each pupil is under the personal influence of the teacher. It will be said that this is ideal; so is everything perfect. We do not say that such a grading as this can be perfectly realized, *but it can be reached after* and attained to as nearly as possible. It is a fact, as all must admit, that all the members of a class properly brought together will be equally interested. It is a unit, but not a unit of senseless stocks and clods, but a unit of thinking minds, wills, and hearts.

Nothing in school-work is more economical than good grading, and it goes without saying, that nothing is more wasteful, depressing, and even killing than a want of it. Look at a teacher in a poorly-graded, over-crowded room; see her frantic efforts to keep attention; notice the nervous energy she fruitlessly expends, and at the close of the day, see her tired expression, and hear her discouraged words. There are thousands of teachers to-day like her who are breaking down in health, and failing to accomplish any adequate results, and all through no fault of theirs. They are given an unclassified crowd, out of which they are expected to bring order, attention, and progress. The thing can't be done. The experiment has been tried a thousand times and failed, and will fail if tried a thousand times more.

It is poor economy to place under the care of any teacher more pupils than she can personally reach. The average school-board member has, in his mind's eye, a room crowded with all that can be put in it, and a teacher, and that is all he knows about it. There is nothing that superintendents and principals should be more out-spoken about than concerning this matter of over-crowding.

But is it true that grading must work to the injury of some children,—in other words, must a few be hindered, and perhaps injured, that the majority may be benefited? We do not believe it. Any classification that hinders the progress of even one child should be reconstructed. We have passed the time when vicarious atonements are needed. Each child has its individual rights, and now we will give a few general principles, condensed from various sources, for the benefit of those, among our readers, who love to take wisdom in solid lumps.

1. The object of education is two-fold. The development of the faculties, and the acquisition of knowledge of use in after life.

2. The roots of all knowledge should reach to the lowest grades, and the studies of each should be so co-ordinated that one will be complementary of the others.

3. In teaching the sciences in the lower grades, facts should be discovered by observation,—statements of principles should not be allowed.

4. In teaching language,—pupils should be encouraged to read as much as they can understand, and from as many books as possible. Independent expression should be encouraged.

5. Those studies that enter into the daily thought and occupations of men, are the studies that best promote mental discipline.

6. No professional object or idea should enter into a public-school course of study.

7. A course of study for one school is substantially the same for all.

8. The aim and end of all school work, is the implanting of correct ideas and promoting a determination to do right. In other words the end of all education is, first, ethical, and then moral.

THE University School of Pedagogy has made remarkable progress during the past year. Not only has it been permanently established by the council of the University of the City of New York and courses of study outlined and degrees promised, but it has among its students some of the most thoughtful men and women of this entire region of country. These teachers are studying as teachers never before have studied. Their work takes them beyond that of the ordinary normal school and gives them a knowledge of education in its largest application. It is, in every respect, a professional school and one worth the name it bears. Here are teachers studying most thoroughly the history of education, which is really little less than the history of civilization. Others are pursuing educational psychology; others the science of method; others educational classics or the great masterpieces in literature that the ages have left us; while others are giving most thoughtful attention to pure psychology and ethics. These students are divided into two classes—those who are candidates for the degree of Ped. M., and those who are candidates for the degree of Ped.D. No one is permitted to enter as a student for this degree unless he presents certificates of having successfully taught seven years and having received also an education equal to that possessed by the normal school graduate. This is the first time in the history of education when a university has promised special degrees to those teachers who master the science and art of their profession; and no true teacher in all this land, understanding this advance, will fail to recognize here a most important triumph. Something has been reached that never before has been attained. Teaching will be a profession only when it is made such by teachers themselves. There should be the greatest enthusiasm over such a movement as this. It looks toward larger liberty, more permanent pay and a more earnest appreciation of the great work in which directors are engaged.

The School of Pedagogy has come to stay. It has grown with wonderful rapidity into a strong maturity with the promise of a long and vigorous life. There is no place on the continent where students of education can study the science and art of their work better than in New York City, and the facilities in this school already are such that the most faithful scholars can devote themselves to a year's study here under the most favorable circumstances and with the most encouraging results. We want all readers to understand that the establishment and success of this school marks one of the most important eras in the history of education during the progress of the centuries. We shall try to keep them informed concerning its future work.

THE indications are that the next National Educational Association meeting will be one of unusual interest. We have received a circular signed by Pres. W. R. Garrett, of Nashville, and Secretary E. H. Cook, of New Brunswick, N. J., announcing that the meeting will be held at Toronto, Canada, July 14-17, 1891. Several of the railroads have promised reduced rates.

THE school is a direct product of the idea that underlies the feeling that celebrates Christmas day, and it is noticeable that while the day was kept at first by adults, it is more and more, as the years roll on, directed towards the children; it is often termed the "Little Children's Day." And it will be apparent to any one who looks at the matter largely that there is in the spirit of this day more and more the spirit of Him who said, "Let the little children come unto me." "The world," says a recent writer, "is turning to child worship." The popular books are stories of children; the popular pictures are pictures of children.

Once, any building was considered good enough for a school. The writer once addressed a company of men and women in a school building that had been a stable, and the marks left by the beasts were plainly there to be seen on the walls; he pointed these out and urged the parents to erect a suitable building. The reply was, "It was good enough for us." But a different spirit is taking possession of men and women as they erect buildings for educational purposes. The pages of this paper show that roomy, light, airy, and elegant structures are demanded. The furniture must be convenient and comfortable.

But a greater change has taken place in the estimation of the cultivated men and women of the world hold the teacher. Frederick the Great set his old, broken down and often maimed soldiers at school-keeping, and it has been assumed in the past that almost anybody could educate a child. Many centuries passed before it was discovered that no waste was so great as not properly to educate a young human being. The great question to-day is, How shall it be done? And it cannot well be answered until we are of the spirit of Him whose birth we celebrate as the founder of a faith that takes little children in its arms. For, in establishing schools, we seek to take the little children in our arms. What is the spirit we are of in doing this?

It is to expound the just and right way a child should be treated in school that THE JOURNAL dedicates its pages.

SUPT. BRANSON, of Athens, Georgia, is visiting the schools of this city and vicinity. He reports many encouraging facts concerning educational progress in the South. The faculties of the colleges and universities are giving particular attention to the public schools. The schools there, as well as the schools here, have suffered from the neglect of those giving higher education. First, a new interest has been developed and is apparent. We consider this as one of the best signs of the times at the South. Second, there is a wide-spread interest in industrial education, not only for the negro, but also for the white man. They see that the white man does not know how to work. They are learning there, as well as here, that work and progress go hand in hand. Third, Georgia has this year got back to the valuation she had before the war. It has taken a quarter of a century to repair the destructive ravages of the war. Fourth, the valuation of the property held by negroes increased two millions last year. They are becoming land-holders, and will in time hold a good deal of property. It is now estimated that they hold twelve millions.

THERE is an educational report in Brooklyn that Superintendent Maxwell is to be promoted to the principiership of the new boys' high school, and that Vice Principal McAllister is to take his place as superintendent. The *Eagle* of last Sunday had a column editorial about it, which seems to indicate that there is some foundation to the rumor. It does seem a pity that when an able man is in an office, and is doing well, he cannot be let alone. It is this continual changing, *without reason*, that is hurting the management of our schools. Last year was a bad one for city superintendents, but every year is a bad one that sees a good educational officer put out, for no other reason than either personal or political advantage. Important school officers are too valuable to be kicked around like foot-balls.

THE new normal college at Des Moines, Iowa, has opened under the most favorable circumstances. Nearly four hundred students are enrolled, and classes are organized in every department. Miss Elizabeth K. Mathews, a teacher of experience, has charge of the special training class. Iowa is in the forefront in educational matters.

If a teacher wants to rise in his profession he must pull himself up. He will never be pushed up. Hard work tells. The unsuccessful man waits for something to turn up. The successful man makes something turn up

AS TO DISOBEDIENCE.

A lady took charge of a school of thirty pupils; it was her first experience. She had been told by her father that if a pupil refused to mind her she would so lose the confidence of her pupils that she would not succeed. Bearing this in mind, she stood, in less than an hour, before the principal, and said, "I may as well stop now. James Williams has refused to mind me; I shall never succeed as a teacher." She then related the statement of her father. The principal soon convinced her that the conclusion she had based her action on was erroneous, and she returned to her room. She afterward became one of the most successful of teachers, and held a position in a high school, and could govern boys fifteen to twenty years of age with ease.

1. We counsel the teacher not to be afraid. If he is so, struggle not to show it. A horse learns in a few minutes, if he is smart, that the man in the wagon is afraid of him; a boy surmises by certain signs in the voice, the countenance, the words, or the behavior, that his teacher is afraid of him and his curiosity is up to make experiments—and then—ah! what hours of torture are before that teacher!

A young lady of "grit" was put in a school where a certain big boy had terrorized her predecessor; he entered with his hat on; she called to him, "John, please come here," in a decided tone of voice. He came (hat on yet). "Take off your hat" (looking him steadily in the eye). When this was obeyed, she looked at him un-

flinchingly and said, "I wish you to sit down in this chair (pointing to her own). I have something to say to you in a few moments." Getting her thoughts into shape as she busied herself with some other affairs, she took a seat beside him, and looking him firmly in the eye (remember that all tamer of animals do this), she spoke pleasantly, but decidedly of the bad effect his behavior would have on the smaller ones: "You see you are a man; now I must have help and not hindrance from you." Not only was the eye of the teacher on this boy, but also those of the other pupils, and he flinched; she pressed her arguments upon him, and he consented to be a helper.

Now what accomplished this result? It was the courage of the teacher. Let two opposing regiments be ordered to charge upon each other with fixed bayonets, which will win? That one that has the most courage in it; the other will run. The great thing, then, is personal courage. A case is known of a teacher who had no use of his lower limbs and yet was a splendid disciplinarian; he used to call up pupils and bestow corporal punishment if he thought they needed it. Although he could not pursue them they yielded to his superior will.

2. The exercise of will power is the thing needed in government. A teacher was told that a plan had been formed to eject him from the school-house if he punished a certain pupil who had refused to write; there were a dozen full grown men (canal drivers in the summer) on the benches, and all of them more powerful than he. He said to one of them: "Bring your copy-book here, John. Sit down at this (the teacher's) desk. Now write." Then he talked encouragingly and assisted

them, his words being heard all over the room; thus compelling obedience, at the same time not making it unpleasant.

There must be a constant exercise of will power in government, and in getting obedience. Let the teacher who feels faint-hearted examine her will, and it will grow stronger every day. She must throw away fear. Be bold; face the enemy.

3. A disobedient pupil must be trained to act as the teacher directs. For example, you see John is prone not to do as you tell him. (1) Let him run errands—put wood in the stove, lower windows, or bring you a drink of water. (2) When he and several others are to go from a class exercise you give one tap of bell and they rise, two and they turn, three and they march to their seats, four and they sit. Call them back to the bench and dismiss them again; call them back and dismiss them a third, fourth, and fifth time. This "drilling" compels John to obedience with the rest (it is like harnessing in a young colt with an old horse); and it may be done in calisthenics, penmanship, and many other exercises.

4. Teachers often complain of disobedience in small things, and by young pupils; for example, a pupil snatched a pen-wiper from a desk, and to the teacher's, "Put it back," threw it on the floor and refused to pick it up. Some teachers would insist on trying to make the pupil pick it up again. It may be a waste of time. Better say to another pupil, "Jenny, will you kindly bring me that pen-wiper," and then turning to the other, "Mary, I am sorry that Sarah does so; she will learn to do better when she sees how careful we all are not to touch other people's things."

THE POPE SCHOOL, SOMERVILLE, MASS.

This week we give cuts and description of the C. G. Pope school now being erected for the city of Somerville, Mass., from plans by Loring & Phipps, architects, 10 Tremont street, Boston. Contract price including heating, ventilation, and sanitary arrangements, is \$46,525. The building is planned so as to have all the rooms on the east, south, and west sides, as the committee desired that each room should receive as much sun as was possible; the bays allow the sun to enter each room for a longer period than a straight wall. The grade of ground between two front entrances was dropped down to admit entrances for boys' and girls' playrooms. Schoolhouses three stories high having proved dangerous and injurious to the health of children, a two-story building was desired. The school-rooms are arranged for fifty-six pupils, the height of stories are thirteen feet. The rooms are lighted from left side or left and rear sides. Staircases are seven feet wide, and separate stairs for boys and girls without balustrades or well holes, as the brick ventilating shaft fills the space solid and lessens danger of accidents to pupils; where the stair rail is unprotected by brick walls the posts of stairs run from floor to ceiling to avoid the danger of giving way in case of panic. By reference to plan it will be seen that there are six school-rooms and a recitation or kindergarten room on first floor, and six school-rooms, a principal's office, teachers' toilet rooms and storage rooms on second floor; in the basement is boys' playroom and sanitary arrangements, and on the other side girls' playroom and sanitary arrangements.

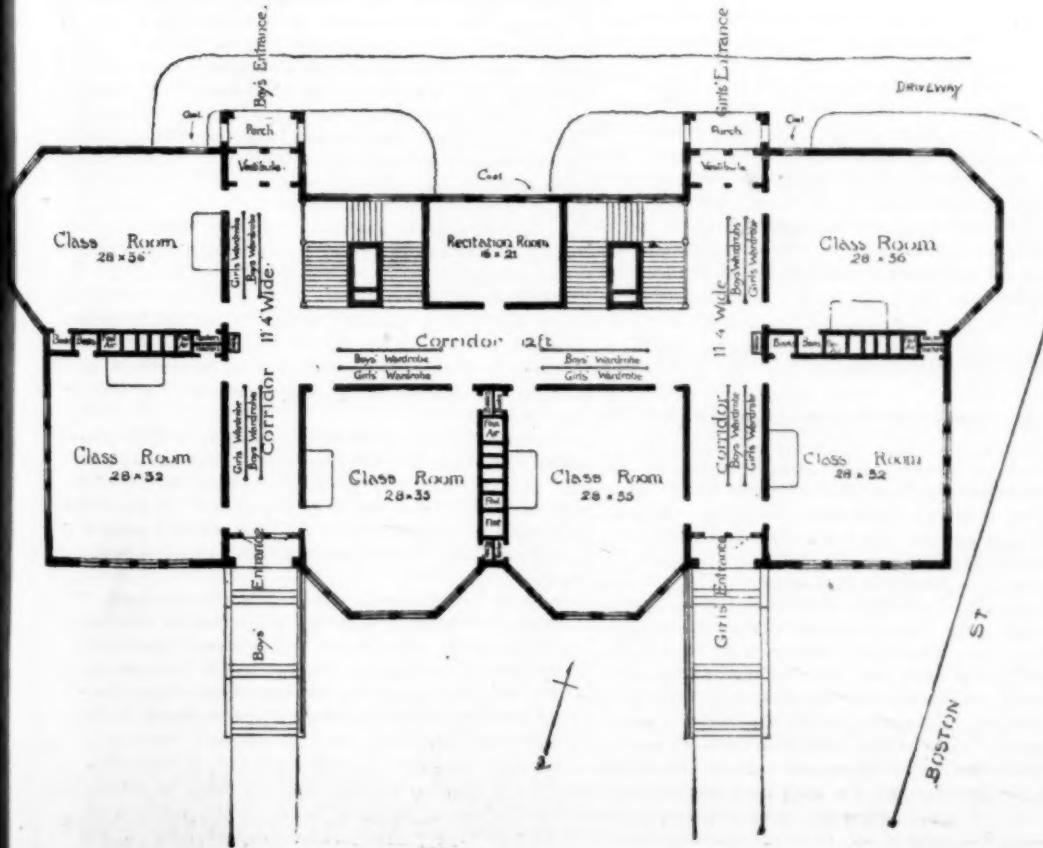
The inside finish is of ash with each room and corridor wainscoted in ash, with cypress doors. The floors are all selected rift hard pine, matched and blind-nailed; over the doors and tops of windows are transoms. All the interior partitions are brick walls. All the furring at each floor level is protected with metal fire stops.

The walls and ceilings throughout are finished with Williams & Co's. French gray soapstone finish over a coat of brown mortar. This finish, unlike sand and putty, or what is called skim-coat finish, can be washed off with sponge and water, needs no tinting, and is pleasant and agreeable to the eye. The staircases are not plastered, but are finished in the wood on under sides. The building is piped for gas, and has speaking tubes, electric bells, and annunciators from each room to principal's office, and two electric door gongs; also a 12-inch mechanical-electro gong on the exterior. The blackboards are to be 4 feet high, of natural slate stone bedded on walls in cement.

The hardware trimmings are bronze metal throughout. The exterior is to be of selected cherry-red water struck brick, laid in colorific mortar—part cement, part lime; the underpinning is to be of seam-faced ledge-stone, squared and laid in cement with white lead joints on exterior.

The trimmings are to be of buff Ohio stone dressed, and the cornice and frieze of same material with egg and dart molding; the entrances are arched with stone; the steps are of granite, and the railings of iron.

The roof is slated with best Monson slate, and all gutters, ridges, finials, are of copper. The Smead system for heating, ventilation, and sanitary arrangements, is to be used in this building with a guaranteed capacity of delivery and removal of thirty cubic feet of air per pupil, per minute, and such other requirements as are necessary to comply with Massachusetts laws. The basement instead of being encumbered with a great number of large brick piers, will be light and airy, as small iron columns are used in place of piers. The committee of the school board who have charge of this school are, C. E. Meloney, supt. of schools; Dr. A. H. Carvill, James F. Beard, and C. I. Shepard.



THE TEACHERS' BAZAR.

By M. A. CARROLL.

The bazar for the fund of the New York Teachers' Mutual Benefit Association opened December 10, at the Lenox Lyceum. Flags and bunting brightened the auditorium, gaily draped tables held a bewildering variety of dainty articles in plush, silk, and lace, painted, embroidered, and perfumed. The stage, wreathed in evergreen, held attractive lunch and candy tables, the latter in charge of the young ladies of the Normal college. The Hungarian orchestra furnished sparkling music, and altogether the scene was a brilliant one. Nearly 2,000 persons were present, daintily dressed women forming a large majority.

SPECIAL DONATIONS.

Among the objects of special interest in the bazar are a statue of Washington, to be voted to the most popular school, and an ideal bust to the "best friend of public education." Several days after the opening, the latter list was headed by the name of Fred. R. Coudert with President J. T. Boyle, of the association, a close second. Other votes were cast for Chauncey M. Depew, Mayor Grant, and Col. Shepard. In the room above the auditorium special donations are shown amounting to a valuable collection of furniture, pictures, and bric-a-brac.

THE EDUCATIONAL EXHIBIT.

But the great feature of the bazar is the educational exhibit downstairs. Anyone who does not realize the place that manual training occupies in the public school system of New York, should visit this exhibition, and have his ideas corrected. Paper-cutting and folding, pasteboard, stick, and splint work, sewing, clay-modelling, wood-carving, and joinery, free-hand and mechanical drawing, attract the eye on every side and call up pictures of the busy fingers and happy faces of the children who have produced this work, much of which is so admirable.

GRAMMAR SCHOOL EXHIBITS.

It is hard to choose among these excellent exhibits, but some of course show salient points of interest. Grammar school 41, Miss Cavannah, principal, has free-hand drawing, putty-maps in relief, and sewing—miniature garments neatly cut and made. The exhibit of the primary department of this school includes paper work, folding, cutting, and solid forms, among which are sets of boxes of graduated sizes, clay-modelling and sewing. Grammar school 77, E. A. Page, principal, shows excellent work in low-relief both in wax, map-molding, and clay; a spirited model of a lion, by a third grade boy, also claims attention. This school has a special feature in paper work, which is done throughout the sixth grade, in which joints are made in paper, which are again done in the splint work of the fifth grade, and the pupil is thus gradually prepared for the course of joinery, which forms the mechanical part of the instruction in wood-work. On the artistic side fine work in wood-carving and free-hand drawing is done. The mechanical drawing also attracts attention. Grammar school No. 1, Henry P. O'Neil, principal, has a very interesting exhibit, in which are noted the paper-work in solid figures, the wood-joinery, free-hand and mechanical drawing, and clay-modelling, and has excellent preparatory work from the primary department. Grammar school No. 40, G. W. Garrison, principal, has artistic designs in paper-cutting, which are again shown laid in wood. The primary department shows extensive work in clay, paper-cutting and folding, and stick-work—the kindergarten sticks laid in letters and outlines of objects and mounted on paper. This school has had manual training for one year only. The City Hall Place school, the principal of which, Mr. Hugh P. O'Neil, is chairman of the educational exhibit, has fine work in mechanical drawing, maps, paper-work, solids, geometrical figures and forms of objects, and clay flower-reliefs, tastefully colored.

PRIMARY WORK.

Among the primary schools that show interesting work are No. 8, Mrs. Fannie A. Smith, principal, which makes an intelligent connection between the stick-work, mounted figures, and the free-hand drawing; No. 4, Miss M. Waring's school which also has stick work in letters and forms of objects, paper-cutting, paper solids and clay; and Miss Cunningham's school, No. 6, which has paper-cutting in plane and perspective designs, sewing, free-hand drawing, and other attractive features. Grammar school 64 has some admirable free-hand drawing. Nos. 65 and 66 have respectively collections of butterflies and of minerals, that speak of intelligent methods in the study of natural science; but space forbids further dwelling upon special points in this exhibit, all of which is so keenly interesting.

OBJECT OF THE BAZAR.

The bazar has been well attended and patronized. The proceeds go to the permanent fund of the Teachers' Mutual Benefit Association, which at present amounts to \$53,000. It is desired to raise it to \$100,000 and friends of a worthy cause will be glad to hear that this is likely to be accomplished. The association was organized in 1885, with the object of furnishing pecuniary aid in the form of annuities, to members who have become mentally or physically incapacitated for work, or who have reached an age when retirement from active duty seems desirable. It has at present 2,000 members.

THE SCHOOL ROOM.

DEC. 20.—SELF AND PEOPLE.
DEC. 27.—DOING AND ETHICS.
JAN. 3.—LANGUAGE AND THINGS.
JAN. 10.—EARTH AND NUMBERS.

ACCIDENTS.

(Free lectures are given in the public schools of New York City. From an interesting lecture by Dr. James E. Newcomb, on "Every-day Accidents and How to Treat Them," these hints as to "what to do till the doctor comes," given below are selected. The two rules which should be followed in accidents are, "First use common sense; second, make the person as comfortable as possible.")

"To tell a broken bone, examine carefully the part supposed to be injured and compare it with the same part on the other leg or arm, as the case may be. There will be an indentation or a swelling to indicate a fracture. Now, what should be done in case of a fracture? Restore the limb to its proper shape and then let nature take its course. The doctor will set the bone, nature will do the rest."

(Dr. Newcomb called to the platform a boy, and showed how the injury should be bandaged, by the use of splints made from common pieces of wood.)

"Never put a splint next to the skin. Always put something between—cotton, a piece of rag, anything soft will do. Give the injured organ rest, don't irritate and excite the person injured."

"In the case of a broken rib, wind the bandage all the way around the body. If the shoulder bone or any other joint is dislocated, bear down and press upon the separated parts to put them together again."

"For a sprain get some hot water, as hot as you can bear it, and keep the foot or hand in it for an hour or an hour and a half. If it is a part you can't put in hot water, put hot cloths on. After having applied these preliminary remedies, wait till the physician comes."

"In regard to wounds. If it is a clean-cut wound, see that it is kept clean by repeated applications of water. That is the main thing. Cleanliness is an essential part of the treatment of all wounds. It is half the cure."

"All wounds made by bites, like dog bites, are likely to be sore and painful. It is always a good plan to cauterize a dog bite."

"Always use water for a burn. Before you attempt to remove the clothes from a person burned, drench him or her with water. Next, take care to keep the wound from the air. Sweet oil is one of the best temporary dressings to give relief, and keeps the air out. Baking soda is the best for burns from scalding water."

"A hemorrhage of the arm may be stopped by pressing together the tubes or arteries through which the blood escapes. The openings may also be plugged up and then bandaged until the doctor arrives."

"For hemorrhage of the lungs ice is a good remedy, and in case of hemorrhage of the nose, cold water may be put on the neck."

For the restoration of apparently drowned people:

First, every garment should be loosened, so that nothing can impede the free flow of blood. Second, the patient should be laid on his back and then face downward. The next thing to be done is to create artificial breathing by moving the arms up and down fifteen or twenty times a minute, which should be kept up as long as there is the faintest sign of life. Besides this, the limbs should be rubbed, and this treatment kept up for at least an hour."

SITTING AND STANDING CORRECTLY.

(A tall boy was very noticeable because of his round shoulders. The teacher called a number of pupils to her and to stand close up against the wall. Only one assumed anything approaching the correct position, the chin, chest, and toes in line, the abdomen drawn somewhat back, the shoulders necessarily quite straight.)

Teacher.—"Henry stands well; his position is better than that of any one else here. Now you may all sit down naturally, just as you sit at home. Do not try to hold yourselves straighter than usual. Ah! I see that Henry does not sit as well as he stands; he is too far forward in his chair. Mary, you sit back far enough, but where are your shoulders? Almost in line with your knees! Many of us sit something like that, I am sorry to say. Now I am going to tell you something. You know that legislatures, and armies, and all large bodies of people have leaders. Did you ever think that there is a part of each of our bodies that is the natural leader of the whole? I never had that thought of it until I was told that it is the chest. But the chest is a very poor or a very badly used leader with most of us. If we round our shoulders

and hold our heads forward, the chest will never lead as it was meant to do, and we shall make ourselves very ill-looking and awkward. But this is not the worst of it. If we grow round-shouldered and hollow-chested we weaken our lungs very seriously. The spine also becomes weak from having to do so much more than its fair share of work in holding up the body. It grows curved and sometimes aches severely. We have often talked of the importance of proper exercises to develop the body, but it is even more important to keep in a right position all the time, whether we are sitting or standing. I think you can easily remember the rule for standing: 'Chin, chest, and toes in line.' But I am going to write on the blackboard three short rules to help us sit well. Writes :

"Sit back in your chairs."

"Hold the chin up."

"Breathe deeply."

"I shall ask the boy or girl who seems to need the most help to sit opposite this part of the board."

PEOPLE WHO LIKE POISON.

(The teacher brings to school carbon in some form, lampblack or charcoal, and a bottle of ammonia. The lampblack is shown to the pupils, and they are asked to smell of the ammonia.)

Teacher.—"Who has ever gone into a room in which was a smoking lamp?" (Several hands raised.) "What did you find that was not in the room when you left it?"

Pupils.—"Smoke." "A disagreeable smell." "A black powder over everything."

Teacher.—"The black powder is principally carbon-like thus I have shown you. Now you know that a person sitting near a smoking lamp does not always notice what is happening, and so breathes a good deal of this impure atmosphere. Some of you have done so, I see. What was the effect?"

Pupils.—"It made my throat smart." "It seemed to choke me." "My throat and lungs seemed full of smoke."

Teacher.—"Then you did not like to breathe this carbon-powder? You see this bottle of ammonia, and you all know its pungent smell and how strong and stifling it is. Ammonia is a very useful substance, but not one that we should care to take into our mouths, throats, and lungs. Now how many of you know anything about carbonic acid?" (A boy raises his hand.) "Henry may tell me what he knows about it."

Henry.—"It is the carbonic acid in coal gas that sometimes stupefies people when the dampers of a stove are turned down, and the gas escapes into the room."

Teacher.—"Yes, and carbonic acid is the 'choke-damp' that so often suffocates poor miners. We also breathe out carbonic acid in the exhausted air which has passed through our lungs and given up its oxygen, and it is this gas in the impure air of a close room that makes people grow drowsy and languid. Now, do you think you would like to breathe a compound made up of these three substances of which we have been speaking?" (The children say no.) "Yet there is something that people breathe that contains these three things, and another substance made up of a disagreeable-smelling gas, a bitter and sickening extract, and a powerful poison which causes tremor, palpitation, and paralysis. Who do you suppose are the unfortunate persons who take into their mouths, throats, and lungs, a compound of such repulsive and hurtful things?"

Children.—"Miners."

Teacher.—"No. Edward, whom do you think these people are?"

Edward.—"I should think they must be workmen in some sort of manufacturing business, though I'm sure I don't know what."

Teacher.—"I see you think people must be obliged to breathe this substance by their work or manner of living, but it is not so. On the contrary, they like it; they need not have it near them if they do not. I think I shall have to tell you that the poison of which I speak is called nicotine. Do you know anything about nicotine, Richard?"

Richard.—"I know that there is nicotine in tobacco."

Teacher.—"Right. Then the properties of tobacco-smoke, or substances found in it, are carbon, ammonia, carbonic acid, and oil of tobacco—which contains the poison nicotine. Knowing all this about tobacco, we should expect to hear that the use of it is harmful. It is said, however, that a fully grown man may use it moderately and not be injured by it, but that the least use of it is hurtful to boys. For one thing, it directly affects the heart. Smoking to excess, or too free a use of tobacco in any form, causes disturbances of the

stomach, weakness and palpitation of the heart, relaxed muscles, blurred sight, headache, sore throat, irritation of the lungs, and paralysis."

A LESSON ON THE HUMAN BODY.

(Report of an elementary physiology lesson given at primary school No. 52, Ellery street, Brooklyn.)

The lesson had been outlined by the teacher as follows: Object, to teach children (1) that the body is a house (2) and of what it is made.

- a. Have children tell all they can about a house, of what it is built, and why it is built.
- b. Tell them they own a house they always carry, and when they know it is the *body*, compare it to a house: (1) as to its parts, (2) as to the materials used.
- c. Children tell what they have learned.
1. The house I own is my body.
2. It is made of bones covered with flesh and skin.)

Addressing herself to one of the children the teacher asked, "What do you live in?" "In a house," was the reply. "What is the house made of?"

One of the children thought it was made of mortar, another said his house was made of wood; the teacher said that houses were sometimes built of stone and asked, "What is this house made of?"

Several children said, "It is made of bricks," and the teacher told them that, on the inside, the *mortar* which a little boy had thought the house was made of, was put over the bricks to make the house strong and warm, and so that the walls could be made smooth and pretty. She then spoke of going out of the school-house, of going out of our homes, and said, "Each one of us has a house that we always carry about, that we brought with us to school this morning. What house did we bring with us?" This seemed to puzzle the children a little. One boy thought the house was his heart. The teacher said, "The house is my body and I never go out of it except when I dream." This point was dwelt upon until the pupils answered readily, "My body is my house." The teacher then told them that this house is not of wood, brick, or stone. She asked the children to feel of their faces, waists, and heads, pressing quite hard with the fingers and then inquired, "How many boys feel something hard?" The statement, "My house is made of bones," was gradually developed. The teacher said that these hard things, the bones, were something like the bricks of a house: they kept us standing up straight. The children then felt of their faces and hands and found out that the soft *flesh* was under the skin and that it covered the bones. They then passed their hands lightly over their faces and decided that the *skin* was smooth somewhat like the paint on the outside of a house. The teacher then told them to remember three things of which the body is made and led up to the statement, "My house is made of bones, covered with flesh and skin."

CIVIL GOVERNMENT.

TOWN AND COUNTY.

In what town do you live? What towns surround it? How many school districts has it? Why was it divided into school districts? Who are the town officers? What are their duties? How were they elected? Why is the town (township) called a "pure democracy"? Take the county map and point out the towns in the county.

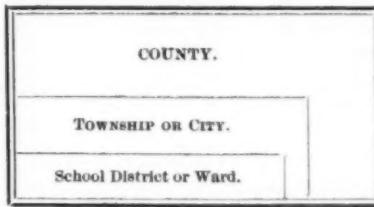
(The origin of the word *town* is curious. Among the Scandinavians and Germans many centuries ago, when the clan, instead of moving from place to place, fixed upon some spot for a permanent residence, a village grew up there, surrounded by a belt of waste land, or somewhat later by a stockaded wall. The belt of land was called a *mark*, and the wall a *tun*. Afterward the enclosed space came to be known sometimes as the *mark*; sometimes as the *tun* or *town*.)

How many towns in your county? (The name it is sometimes known by, as in England, is *shire*; hence the word *sheriff*. The *reeve* was the head-man of the town, and the *shire-reeve*, or *sheriff*, the head-man of the county. The word *county* is derived from the French, meaning the territory under the rule of a *count*.) What officers represent the towns in the county board? Why is the county a "representative democracy"? What is done by the county board? Why do not all the people of the county meet to make laws? Are there any cities in your county? How are they represented in the county board? Why are laws made in the county board binding on every town and ward? Does the county limit the rights of the town, or the town those of the county?

What is the object of courts? What is the difference between a criminal and a civil court? What courts are there in your county? Mention a case a justice of the peace could decide. What are the duties of the county

judge? What is the circuit court? Who summons the jurors (sworn men)? What is the difference between grand and petit jurors? Where do the county and circuit courts meet? (The place is variously known as the county seat, the county town, and the shire town.) Who can mention another kind of jurors? (The coroner was formerly sometimes called the *crown*, because he was the officer of the crown, king). What are the coroner's duties? The county clerk's? The county treasurer's? The sheriff's? The county auditor's? Who attends to the wills? Who records the deeds, mortgages, etc.? What are the duties of the superintendent of schools (or school commissioners)?

It will be seen that our government is a "wheel within a wheel," but it is not difficult to understand. The town is the unit from which has grown our federation of forty-four states. It is therefore necessary to thoroughly understand the town. (The school district is a fraction of the town.) The division above the town is the county. The following diagram will illustrate the relations between them:



The county can make laws for the town; the town can make laws for itself within certain bounds, but not for the county.

TAXATION.

Who are the assessors? Why do they make a valuation? What is personal property? Real estate? What is meant by the tax rate? What is the difference between a tax and a meat bill? How are town officers paid? The county officers? Who repairs the roads, builds bridges, and cares for the poor? Who paid for building the court house? How does the county suffer if the tax rate is too high? In what other way may the government take private property for public uses? ("Eminent domain" is the name of the power which the government exercises over private property. For instance, it may give a railroad company the right to lay tracks on a man's farm. The land so taken must be paid for at a fair rate. Taxation is constant, while the power of eminent domain is only exercised occasionally.)

Why should every man be interested in seeing that public officers are doing their duty, and are neither extravagant nor dishonest? What is a poll tax? (There is a tax of a very different kind which we will not speak of at present. The kinds spoken of above are known as "direct taxation.")

WHAT THE UNITED STATES RECEIVED AND PAID OUT LAST YEAR.

The following figures are taken from Secretary Winwood's official report:

THE GOVERNMENT RECEIVED FROM

1. Customs,	\$229,668,584
2. Internal revenue,	142,606,705
3. Profits on coinage; bullion deposits, and assays,	10,217,244
4. Sales of public lands,	6,358,272
5. Fees—consular, letters patent, and land,	3,146,692
6. Sinking fund for Pacific railways,	1,842,564
7. Tax on national banks,	1,301,326
8. Customs, fees, fines, penalties, and forfeitures,	1,299,324
9. Repayment of interest by Pacific railways,	705,691
10. Sales of Indian lands,	372,288
11. Soldiers' home, permanent fund,	308,896
12. Tax on sealskins,	262,500
13. Immigrant fund,	241,464
14. Sales of government property,	192,123
15. Deposits for surveying public lands,	112,814
16. Depredations on public lands,	35,852
17. The District of Columbia,	2,800,130
18. Miscellaneous sources,	1,600,014
19. Postal service,	60,882,097
 Total receipts,	\$463,963,080

THE GOVERNMENT PAID OUT FOR

20. Civil expenses,	\$23,638,826
21. Foreign intercourse,	1,648,276
22. Indian service,	6,708,046
23. Pensions,	106,996,855

24. The military establishment, including rivers and harbors,	44,582,838
25. The naval establishment,	22,006,206
26. Miscellaneous objects, including public buildings, light-houses, and collecting the revenues,	48,563,696
27. The District of Columbia,	5,677,419
28. Interest on the public debt,	36,099,284
29. Deficiency in postal revenues,	6,875,086
30. Postal service,	60,882,097
 Total expenditures,	\$358,618,584

QUESTIONS.

1. What are customs? Where and by whom are they collected? Do you pay any of this tax on things that you eat? That you wear? Name some articles in common use on which a tax is collected in this way.
2. On what articles is internal revenue collected?
3. How does the government make a profit on coinage? What is bullion? What is an assay?
4. How did the U. S. acquire land?
5. What are letters patent?
6. What is the government's relations to the Pacific railways?
7. How is the tax on national banks levied?
8. Tell about "customs penalties and forfeitures."
9. Give the route of the Pacific railways. What important cities do they touch?
10. Explain what is meant by an "Indian reservation."
11. Tell about the soldiers' home.
12. Explain why there is a tax on sealskins.
13. How is the immigrant fund collected?
14. What property does the United States own in your vicinity?
15. Tell something about the public land survey.
16. Where is most of the public land located?
17. How does the government of the District of Columbia differ from that of the states?
18. Where is the surplus money of the United States deposited?
19. Tell about the railway mail service.
20. What is meant by "civil expenses"?
21. What dealings does the United States have with other nations?
22. Tell what is meant by Indian service.
23. Who receive pensions from the United States?
24. What is meant by improvement of rivers and harbors?
25. What does the "naval establishment" consist of?
26. Name some classes of buildings owned by the United States.
27. What was the origin of the District of Columbia?
28. How did the United States contract such a large debt? What is a United States bond?
29. Describe the postal money order system.
30. How do our postal facilities differ from those of a hundred years ago?

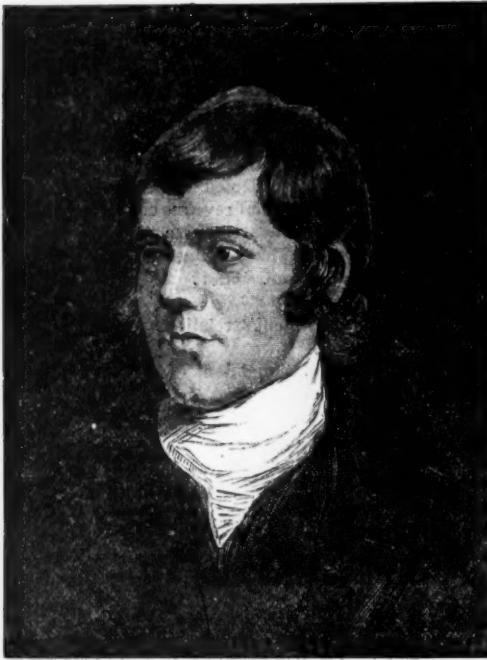
SUGGESTIONS.

The above account of receipts and expenditures of the United States will form the basis of many interesting talks in the school-room. Do not be discouraged if the questions cannot be all answered at once. Write to the member of congress from your district, and he will undoubtedly gladly answer your queries or send you government reports. Do not place too great a stress on mere facts. Although the information acquired will be useful, the development of a habit of investigation will be far more valuable. Certain topics might be assigned for the pupils to look up. If a man is known to have had special facilities for acquiring information about the army, the navy, the Indians, pensions, the postal service, etc., have him interviewed, or send him a letter requesting a brief statement in writing. There are in every place people who will gladly furnish such facts. The result of the study will be an interest in, and a love for, our institutions.

It cannot too often be said to the public outside of the school-room that a remarkable change has taken place in the attitude of the teacher towards general enlightenment. Once the teacher sought no more than to be able to "pass the examination," but (1) the examiners make the examination cover the field of current events, and (2) the public demand teachers of culture, so that the Chautauqua course of study, the state reading circles, the summer schools, the county and city associations, all act as levers to raise the teacher above his former level. There is no class to-day so wide awake to progress as the teacher; he is the subscriber to magazines, the reader of new books, and athirst to be in advance, in general. This makes the publishers of this paper point advertisers, with the utmost confidence, to the 100,000 teachers they reach—they will be interested in every really valuable thing you have to offer them.

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.



ROBERT BURNS.

FIRST PUPIL.

Robert Burns was born in the parish of Alloway, near Ayr, Scotland. His father was a very poor man, and the family lived in a house of two rooms. There were seven children in the Burns family and Robert and his brother were expected to do the work of men, at the age of thirteen. Before he reached this age he had some schooling, for he could read and spell well.

SECOND PUPIL.

He was always fond of reading poetry, and the old Scotch ballads were his especial delight. He himself said, "I pore over them driving my cart, or walking to labor, song by song, verse by verse, carefully noting the true, tender, sublime, or fustian." He formed his own style upon these, and as he composed his verses, he hummed them to the Scotch airs he loved so well.

THIRD PUPIL.

Every little incident set him rhyming. His plowshare turns up the nest of a field mouse, and he writes a poem, "To a Mouse." A daisy is in his way, and he writes a poem about the "wee, modest, crimson-tipped flow'r." A louse crawling over a fine lady's bonnet in church affords him another theme; the last stanza is constantly quoted.

FOURTH PUPIL.

He published his first volume of poems in order to obtain means to leave Scotland. He had become involved in serious difficulties, and intended leaving the "banks of Ayr" for the West Indies. Just as he was about to sail his book attracted the notice of a literary man who invited him to visit Edinburgh. There Burns became acquainted with many noted people and received much attention. From the subscriptions for his poems and the sale of his copyright, he received about £700. He now married Jean Armour, and settled down to the life of a farmer in Ellisland. The three years that followed he called the happiest of his life.

FIFTH PUPIL.

In 1791 he left his farm and accepted an appointment as exciseman in the town of Dumfries. This was the beginning of his downward career, for he fell into bad company and became intemperate. He still continued to write however, and many of his best poems were composed while fulfilling the duty of exciseman. But dissipation and poverty shortened his life, and he died July 21, 1796.

SIXTH PUPIL.

Burns was a man of strong passions, and a weak will to balance them. He was unable to resist temptation, so he has not left as clean a record as we could wish. But

with all his faults, he was a generous man with many noble instincts. His name is held in reverence by all Scotchmen. Tourists are never tired of visiting the banks of the Doon and the Ayr, which he has made classic.

SEVENTH PUPIL.

Burns was a true poet of nature, and that is why his words touch the heart. As a song writer, he has never been excelled. His "Bonnie Doon," "Auld Lang Syne," "Sweet Afton," "John Anderson, my Jo, John," are household words.

QUOTATIONS FROM BURNS.

Is there for honest poverty
Wha hangs his head and a' that?
The coward slave, we pass him by,
We dare be poor for a' that.
For a' that and a' that,
Our toils obscure and a' that;
The rank is but the guinea's stamp,
The man's the gowd, for a' that.
—FOR A' THAT AND A' THAT.

But pleasures are like poppies spread,—
You seize the flower, its bloom is shed;
Or like the snow-fall in the river,
A moment white, then melts forever.

—TAM O'SHANTER.

The best laid plans of mice and men
Gang aft agley,
And leave us nought but grief and pain,
For promised joy.

—TO A MOUSE.

Wee, modest, crimson-tipped flow'r,
Thou's met me in an evil hour;
For I maun crush amang the stoure,
Thy slender stem;
To spare thee now is past my pow'r,
Thou bonnie gem.

—TO A MOUNTAIN DAISY.

Oh, wad some power the giftie gie us
To see ousels as ivers see us!
It wad frae mony a blunder free us
And foolish notion.
What airs in dress and gait wad lea' us,
And e'en devotion.

—TO A LOUSE.

Should auld acquaintance be forgot,
And never brought to min'?
Should auld acquaintance be forgot,
And days o' lang syne?
For auld lang syne, my dear,
For auld lang syne,
We'll take a cup o' kindness yet
For auld lang syne.

—AULD LANG SYNE.

O, Scotia! my dear, my native soil!
For whon my warmest wish to heaven is sent!
Long may thy hardy sons of rustic toil
Be blest with health, and peace, and sweet content.

—COTTER'S SATURDAY NIGHT.

Some hae meat that canna eat;
And some would eat that want it;
But we hae meat, and we can eat,
Sae let the Lord be thankit.

—GRACE BEFORE MEAT.

MONTH OF JANUARY.

Jan. 11.—BAYARD TAYLOR, b. 1825.

Jan. 12.—ALFRED TENNYSON, b. 1809.

Jan. 19.—EDGAR ALLEN POE, b. 1811.

The above is designed to be put upon the blackboard in time to allow the pupils to look up something about each author.

Bayard Taylor, a distinguished American traveler, author, and poet, was born at Kennett Square, Pa. At the age of nineteen he started for Europe with only \$140 in his pocket. The story of this trip is told in "Views Afoot." Afterward he traveled in China, Japan, and Africa, and published several volumes describing these countries. He has written some excellent novels. "The Story of Kennett" and "John Godfrey's Fortunes" are among the best. But his greatest success was in poetry. His principal poetical works are, "Poems of Home and Travel," "Poems of the Orient," "The Picture of St.

John," "Lars," "Home Pastorals," etc. Some of the shorter poems are general favorites. Beside his original work, Mr. Taylor has published an excellent translation of Goethe's "Faust." In 1878 he was sent as United States minister to Germany, and he died at Berlin Dec. 19, 1878.

Alfred Tennyson was the third of a family of seven brothers, most of whom wrote poetry. The father was a clergyman, fond of painting, music, and poetry, and his mother was a beautiful woman, with a strong imagination. The Tennyson boys played at tournament like King Arthur's Knights, and wrote romances like those they loved to read. Alfred and Charles were sent to Louth grammar school, and soon after they began to prepare a volume of poems for the press. Many of Alfred's early poems are included among his collected works. In 1850 Tennyson published his first volume of poems, and since then his pen has never been idle. He was made poet-laureate in 1850, and in 1883 he accepted the offer of a peerage. Perhaps no poet is more universally known and loved. Some of his best poems are "Maud," "The Idylls of the King," "Locksley Hall," "The Lotus Eaters," "The Princess," and "Queen Mary," a drama.

Edgar Allan Poe was left an orphan when very young, and was adopted by a rich merchant of Richmond, Virginia. He was taken to England and sent to school there for a while. When only twenty he published his first volume of poems. Soon after he went to the military academy at West Point; but his conduct was such that he was cashiered. His benefactor died without mentioning him in his will, and Poe began to devote himself to literature as a means of support. He won two prizes for a story and a poem, and this gave him a position on the *Southern Literary Messenger*. From this time forth he worked for several papers and magazines, but received little for his work, and was always poor. He died, it is said, from the effects of intemperance, Oct. 7, 1849. His best-known poems are "The Bells" and "The Raven."

STORIES OF FAMOUS GIRLS.

Miss Louisa M. Alcott once told the following story of her early experiences as an author: "One of the memorable moments of my life is that in which, as I trudged to my little school on a wintry day, my eyes fell upon a large yellow poster with these delicious words: 'Bertha,' a new tale by the author of 'The Rival Prima Donnas,' will appear in the *Saturday Evening Gazette*. I was late; it was bitter cold; people jostled me; I was mortally afraid I should be recognized; but there I stood feasting my eyes on the fascinating poster, and saying proudly to myself, in the words of the great Vincent Crummles, 'This, this is fame!' That afternoon my sisters made a pilgrimage to behold this famous placard, and, finding it torn by the wind, boldly stole it, and came home to wave it like a triumphal banner in the bosom of the excited family. The tattered paper still exists, folded away with other relics of those early days, so hard and yet so sweet, when the first small victories were won, and the enthusiasm of youth lent romance to life's drudgery."

Which one of Miss Alcott's books do you like best?

When Helen Hunt Jackson was a little girl she and her sister Annie were allowed to go to the woods to gather checkerberries. Helen had such a good time that she decided to stay in the woods all day instead of going to school. Her sister would not disobey their mother, but Helen coaxed a schoolmate to accompany her. They wandered around till they were very hungry, then they went to a farmhouse and asked for food. The farmer and his wife were just driving away, but the kind woman got them some bread and milk, telling them to put the bowls under the lilac bush when they were done. The little girls trudged on, and coming to a church, went in to see what was going on. At last they were picked up by some friends who were in search of them. At ten o'clock Helen Hunt reached home, and said, "O, mother, I've had a perfectly splendid time." But as a punishment for her good time her father shut her up in the garret.

What do you know about Mrs. Jackson? Name one of her poems. What famous novel did she write?

When Rosa Bonheur was a very young girl she helped support the family by copying pictures from the old masters. She was paid very little for a picture, but she worked so fast that she earned quite a good deal of money. One day she happened to paint a goat, and was so pleased with her work that she determined to make animal painting a specialty. She had no money to pay for models, so she took long walks to farms, where she worked all day, forgetting to eat the scanty lunch she carried in her pocket. At nineteen she sent her first picture to the art exhibition, and the critics praised it very kindly. She soon became famous, and before long the family had plenty of money.

Name some of Rosa Bonheur's famous pictures. Mention another famous animal painter.

IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 20 cents.

NEWS SUMMARY.

DECEMBER 8.—Three hundred lives lost by the blowing up of the powder mills at Tai-Ping-Foo.

DECEMBER 9.—Some of Dr. Koch's lymph received in New York.—Parnell strives to hold the leadership of the Irish party.—Gen. Grant's body not to be moved from Riverside park, N. Y.

DECEMBER 10.—France favors a conference to adopt a bi-metallic money standard.—King Humbert congratulates the Italian government on the success of its policy.

DECEMBER 11.—The consolidation of New York with surrounding cities discussed.—Canada seeking West India trade.

DECEMBER 12.—Joseph Edgar Boehm, the sculptor, dies in London.

A REMARKABLE RAILROAD.

The New City & South London railroad, to connect London proper and the district across the Thames, will be likely to mark an era in rapid transit in large cities. Instead of digging a trench along the whole route, this road is being built by digging shafts fifty or sixty feet in depth at various points, and then connecting them by means of tunnels. In this way the tearing up of streets is avoided, and the road is continued along a line regardless of the buildings above. Being fifty feet below the surface the right of way does not cost much. The tunnel will be lined with an immense iron tube consisting of rings bolted together. The trains on the new road will be propelled by electric motors. The workings of this road will be watched with interest by American scientists. If it is a success it will probably take the place of the elevated road against which there are some serious objections.

THE FRENCH REPUBLIC.

It has been the custom to speak of the decadence of France. This is not the truth, as the facts plainly show. M. Jules Simon regards the present government as the most perfect embodiment of what is permanent in the Gallic character that history has yet given to the nation. The civil service having inclined too much toward American models must be reformed. He deplores the present attitude of the radicals to the Church of Rome. The greatest danger to France is that in which all free countries share—the evils arising out of the abuse of universal suffrage. It is hoped that the United States as well as our sister republic in Europe, will outgrow these in time.

EMIN IN AFRICA.—Emin Pasha has returned to Africa. The latest dispatch tells of his arrival at Lake Victoria, and of his frequent fighting along the route with Arab slave traders. For what is Lake Victoria Nyanza noted?

CHINAMEN STILL COMING.—The collector of the Puget sound custom district is of the opinion that from fifty to sixty Chinamen are monthly smuggled across the border. He thinks the government should patrol the sound with two swift cruisers.

MILK AND TYPHOID FEVER.—The health physician of Geneva, Switzerland, has traced an outbreak of typhoid fever in that city to the milk. Milkmen were very careless in cleaning their cans. Another source of the mischief was found in the carelessness with which the watering of the milk was practiced—any water, pure or impure, being reckoned suitable. He urges on all who wish to escape the risk of having typhoid to boil their milk, and to see it done themselves.

CATALOGUING THE STARS.—The work of cataloguing the stars between the north pole and the equator is nearing completion. The plan was laid out by an international association of astronomers, and the work was given to thirteen different observatories, each being assigned a belt running completely around the heavens. All the stars down to the ninth magnitude will be included. The lists prepared at Albany, N. Y., and Helsingfors, Finland, have been printed, and those from Cambridge, Mass., and Christiana, Norway, are in press. Each will contain the places of from 10,000 to 20,000 stars. What is a star of the ninth magnitude?

SURVEYING THE COLORADO CANON.—A party succeeded in making a survey of the Colorado valley, and report that it is possible to build a railroad through it. The entire length of the Colorado river is about 2,000 miles, and it is navigable as far as Callville, some 600 miles from its mouth. The main object of the new railway through the valley is to connect the coal fields of the valley with the Pacific coast. It will probably extend from Grand Junction, Colo., to the gulf. Tell about the Grand canon of the Colorado.

RUINS DISCOVERED IN SOUTH AFRICA.—These were found by the British South Africa Company, on the Mashona land plateau. There is a wall about four feet high, enclosing a large territory, in the center of which is a steep hill. An outer wall encloses several circular buildings. Near the

foot of the central hill is a wall thirty feet high extending around a space some eighty yards in diameter. On the hill are circular buildings, and what was probably intended for a fort. These ruins point to the fact that there was once a tribe of half-civilized people in South Africa.

STATUES OF NOTED MEN.—In addition to the statue of Red Jacket, the people of Buffalo propose to erect statues of DeWitt Clinton, the projector of the Erie canal, and La Salle, the discoverer, who explored the lake region. Tell about Clinton and La Salle.

HE DOES NOT TALK.—A five-year-old boy in Lawrence, Mass., has never spoken word, although he appears to understand what is said to him. His throat and tongue are perfect. The doctors cannot explain his case.

THE NERVE-CURE.—Baron Nathaniel Rothschild, of Vienna, has been taking the famous nerve-cure of Father Kneip at Waerhofen, near Munich. This cure, which lasts twenty-one days, consists in walking about barefooted, taking daily baths in ice-water, and a diet of milk and vegetables. What is the function of the nerves?

NICARAGUA CANAL.—The Nicaragua government has ratified the privileges granted to the canal company. During the past year about \$3,000,000 has been spent. It is expected that the canal will be finished in six years. What benefits will come from the Nicaragua canal?

POLITICS IN JAPAN.—The appointment of Count Ito president of the house of peers shows that the wave of political reform in Japan is not likely to go backward. He secured the adoption of a parliament and prepared the new constitution. The Japanese parliament was recently opened by the emperor in person. How, until lately, have the Japanese regarded foreign customs and institutions?

EARTHQUAKE IN AUSTRIA.—Several earthquake shocks were felt at Gaunersdorf, Lower Austria. Some of them were very severe. Houses rocked on their foundations, and the spires of churches swung to and fro, causing the bells to clash. The people were panic-stricken and fled to the open country for safety. What is the cause of earthquakes?

COLUMBUS RELICS.—There is a possibility that some of the cannon that Columbus carried on his first voyage, and with which he armed the fort at La Navidad, Hayti, will be exhibited at the world's fair at Chicago. This fort was destroyed, but it is claimed that the cannon lie buried under the ruins, and that they and the reconstructed fort should be exhibited at the fair. Tell something about the Spanish occupation of Hayti? (See Irving's "Columbus.")

CIVIL SERVICE REFORM.—This reform has lately secured a victory in the approval by Gov. Hill of the recommendation of the New York state civil service commission, that superintendents and physicians in all state hospitals hereafter be appointed by competitive examination. This shuts out those who are wholly unfit to hold these important positions. What is meant by the civil service?

CRISPI'S TRIUMPH.—The Italian election was an emphatic approval of the premier's administration. This ensures the peace of Europe in the continuance of the Triple alliance, the election having strengthened it in Italy, its weakest point. What sort of government has Italy at present?

THE HUDSON TO BE BRIDGED.—The proposed bridge across the Hudson at New York, with the terminal facilities, will cost about \$40,000,000. It will cross the river (about a mile wide at that point) at Seventy-first street, and will be about 160 feet above the water. Trains will run from the central station in New York over all the railroads—to the north, south, east, and west. How will a bridge over the Hudson at New York improve present conditions?

DR. KOCH'S LATEST DISCOVERY.—It is reported that Dr. Koch, who discovered a remedy for consumption, has found a remedy for two of the most contagious diseases known. The matter is kept a secret for the present, as he wishes to make further tests. Physicians say this is the most important discovery in the history of medicine since that of vaccine. What is vaccination?

SUNK IN THE BAY OF FUNDY.—A two-topmast schooner was sunk off Harborville with all on board. The vessel was capsized ten miles from shore, and went down in ten minutes. Owing to the heavy storm no assistance could be given. Tell about the tides of the bay of Fundy.

THE NEWFOUNDLAND FISHERIES.—The negotiations of Lord Salisbury and France over the fishery troubles suddenly came to an end. It is feared that there will be bloodshed in the spring if France continues her past policy. A small British flag will float over every Newfoundland fishing net, and Frenchmen will be warned not to disturb them. The people of the west shore desire annexation to Canada.

OF SPECIAL INTEREST TO PUPILS.

INDIAN RELICS.—Some hunters near Newtown, Conn., unearthed an earthen jar inside of which was the skeleton of an adult in sitting posture with head bent over and resting between the knees. The bones crumbled to pieces when handled. Under the pot was a peck or more of clam shells and arrow heads. In the vicinity some stone hammers and axes were dug up and four more skeletons found. The bodies had probably been buried at least 200 years.

THE BUFFALO'S MUD BATH.—Buffalo wallows, now so rarely seen on the prairie, but once common, are circular depressions in the earth about twelve feet in diameter and two feet deep. They were usually made by the leaders of the herds whose thick, shaggy hair is not the most comfortable garment for a warm day and who wanted to cool off. Selecting a soft, marshy place the animal would dig a hole with his head and horns and then enlarge it by lying down and rolling. When he emerged he would be covered with a coating of mud and water that scarcely improved his personal appearance. The decaying vegetable deposits naturally drain into these holes making a rich soil in which vegetation grows luxuriantly.

GROWTH OF CITIES.—American cities are not the only ones that have increased marvelously in size. London today is five times as large as it was at the opening of the present century. From 900,000 at that time, the population grew to 1,500,000 in 1830; and by 1855 it had increased to 2,500,000. Since 1855 it has more than doubled. Paris is five times as large as it was in the year 1800; Berlin has grown much more rapidly than Paris; Vienna has expanded marvelously since 1840.

TRAVELING IN CHINA.—The cart used in Northern China has two heavy wheels, with wooden axle, no springs, and a body about four feet long and three broad, over which is a light frame-work top covered with blue cotton. Two mules driven tandem by a carter seated on the left shaft, take it along at the rate of about three miles an hour, and one can make in it an average of thirty-miles a day, even over the roughest country. It will carry about three hundred pounds of goods, and one or even two passengers.

ALASKA'S BIG GLACIER.—The largest glacier in the world, so far as is known, was recently discovered in Alaska, by members of the U. S. topographical survey while making an attempt to climb Mount St. Elias. It is twenty-five miles long, ten wide, moves fifteen feet a day, and is covered with circular crevasses. It was named the Lucia glacier.

NAVIGATION ON THE NILE.—A company has been formed to run steamers on the Nile, from Cairo to the first cataract. The enterprise has been sanctioned by the khedive. This will give visitors a chance to see the wonderful ruins of ancient buildings and other objects along the banks of this river.

HANDWRITING EXPERTS.—These play an important part in many law cases, especially where forged letters and papers are under consideration. They describe styles and peculiarities of handwriting, strokes and curves of the pen, the slants, and heights, and spread and spaces of writing; and have enlarged photographic copies of the questioned writing with which they make comparisons or contrasts.

ALASKA'S BOUNDARY.—The difficulty of precisely defining the boundary line between Alaska and British America is indeed very great. The virgin summits of untraversed mountains are the boundary line when the ranges lie within ten leagues of the sea and parallel with the coast. Whenever this difficult guide to the surveyor is not at hand, an exact parallel to the tortuous windings of the coast line must be laid out. To carry this imaginary thread through an icy desert of uninhabited mountain forests and glaciers for a distance of at least 600 miles, is a task for which it is now proposed to appropriate \$100,000.

THE DRESS OF A DIVER.—The diver is dressed very warm with knitted woolen hose, cap, and shirt. Over this is an ample coat which he gets into through the neck hole, and he also wears a casque, which resounds as if he had his head in a tin kettle. The glass in front of the casque is screwed on and then the pumping in of air begins. The diver has shoes with lead soles, and lead at his breast and back. As soon as he is under water the weight is no longer felt.

ARTIFICIAL EYES.—These are made so perfect that they can scarcely be told from the natural ones. Many of them are imported from Germany and France, where they are made almost as cheaply as buttons. In the district of Thuringia, in Germany, entire villages of men, women, and children assist in the manufacture. The process is a sort of glass blowing. The workman sits at a table with a gas jet flame from a blow-pipe in front of him. He molds the substance as easily as a potter would mold clay. Then the pupil is put on by the same process and the colors traced with small needles of colored substance, so as to imitate the delicate tracery of the eyeball and pupil.

CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

FROM AN AMBITIOUS COLORED TEACHER.

I have been teaching for nearly ten years, and have been a subscriber to THE JOURNAL for about seven years. I know that I have improved, and have become a better teacher than I was formerly. Yet I am not satisfied with the advancement made, but feel the necessity of going onward and upward. I have purchased some educational matter. In my list are such works as Sully's "Psychology," Swett's "Methods of Teaching," Welch's "Psychology," Johnson's "Education by Doing," Payne's "Lectures on Education," and a few others. Unfortunately for me, I have always been so situated that I have never had the encouragement afforded by association with intelligent teachers, so I have had to plod along slowly and often blindly, receiving no assistance other than that from the pages of THE JOURNAL, and to it I here say that I am deeply indebted. The editors have thoroughly understood what the needs of the teacher were, and have never faltered in their duty of pointing its subscribers on to better things.

There have been many changes within the past ten years: the teaching of to-day is more guided by principles than formerly. Yet I continually ask, where is the colored teacher's place in the ranks of the great army of education? It seems to me that he is an unregarded factor. Let him work and strive as he may, let him fit and prepare himself with the greatest care, let his results be ever so satisfactory, he remains an unknown and unregarded factor. Positions of responsibility, of prominence, and of desirability are kept from him; he is not supposed to possess knowledge or ability. Especially is this true in the South. The various boards of education recommend improvements and changes, but don't reach the colored teachers and the colored schools. I often feel like giving up. I cannot see that one holds out the hand of encouragement. Besides, if measures are suggested to ameliorate our hard condition, they are cried down or wholly neglected.

I have often wondered what would follow the application of a colored teacher to one of the many educational bureaus. The educational gatherings are not for the colored teacher. If he is there he is not received as an equal in performing the duties of the gathering. Now there are occasions when the work done by colored teachers deserves notice and appreciation, but no credit is given. These things discourage, but I firmly believe that a time will come when we will receive due recognition for our services and our tasks as teachers.

CHAS. L. MOORE.

Ellie City, Md.

Every white and every colored teacher, North and South, will have sympathy for the writer of the above letter. We counsel him not to take advice of the discouraging features of his environment. (1) Every teacher who is doing a genuine work has discouragements, be he white or black—note the Nazarene. (2) The black man is but a quarter of a century distant from the emancipation proclamation; he must not expect progress to make "lightning express" rates. (3) There are a large number of white teachers at the North, as well as at the South, that are considered nobodies;—the educational millennium has by no means come. (4) It is true the negro is not received as an equal at educational conventions of white men; but it is only lately that he began to teach, hardly over a decade. But a few colored teachers can say that they take an educational journal, read Payne, Welch, and Sully; the great mass are not imbued with broad ideas, and it is always a fact that communities wait until the possessor of the majority comes, and then they shout. (5) You have the encouraging hands and hearts of a vast number, men and women, North and South, of enlightened minds, for they see the grand work you are doing. Go on; gather your people together; speak words of encouragement, and not of despair; not only aid the founding of professional schools, but urge teachers to attend them; correspond with boards of education who want able colored men; make out a list of the best paying places for colored men, and try to get good men in them. Finally, remember that nine out of ten of the colored teachers are very poorly equipped, quite unable to comprehend how you feel, and little interested in following in your wake.

Who are the regents that examine the academies in New York state? R. M. S.

There are 23 regents appointed by the legislature, and they serve without salary. They have power to incorporate, and to alter or repeal the charters of, colleges, academies, libraries, museums, or other educational institutions in the state; to distribute funds; to inspect their workings and require annual reports; to establish examinations and confer diplomas and degrees. They apportion annually an academic fund of \$106,000, a part for buying books and apparatus for academies and high schools, raising an equal amount for the same purpose, and the balance, on the basis of attendance and of the regents' examinations. The regents' examinations, held each term in the 315 academies and high schools, cover 63 subjects and require nearly 400,000 question papers annually. Pass cards are issued for the attainment of 75 per cent. in any study, and certificates are given for every five studies completed. By completing a specified three-years' course of study, one of the six following diplomas is gained: viz., academic, English, German-French, Latin-French, Latin-German, or classical. Mr. Melvil Dewey is secretary. The office is at Albany.

Will you please to inform me where I can find the boundaries of Oklahoma territory correctly given. There is considerable difference in the size and shape of the territory as laid out on different maps to which I have access. M. R. S.

Oneida, N. Y.

The accompanying map will give the correspondent the information she desires. A glance at the map shows that but little is left of the territory originally set apart for the perpetual use of the Indians. Only a few years since, Commissioner Sparks decided that the strip now known as

No Man's Land (marked Public Land on the map) was not legally included within the Indian territory. The southwestern corner, Greer county, is claimed by Texas, although the claim is not yet allowed by the United States. The strip marked Cherokee Outlet, though not open to settlers is practically restored to the public's domain. The land



included in the territory of Oklahoma was acquired in a manner that would not bear inspection under the moral law. The remainder belongs at present to the Indians.

J. W. REDWAY.

Please recommend a book containing good school entertainments for Christmas, etc. E. M.

"Reception Day" is excellent. It is in six numbers. There are a great variety of books with dialogues. Send for a list.

Where can I obtain a copy of Colburn's mental arithmetic? W.

Houghton, Mifflin & Co., Boston, Mass.

Are there any legal means for the punishment of persons who openly insult and use improper language toward a teacher before his school? If so, what are they? Does the law provide for such cases?

The measures that may be taken of course vary with the circumstances, which you do not give. His offence may have been slander or merely a breach of the peace, for both of which the law provides a remedy. Consult the nearest justice of the peace, if the case is serious enough to warrant it.

Will not some one who has a library compile for us a book of short, thrilling incidents in the lives of heroes and heroines of the past? Children, especially older ones, are influenced far more by examples of real life than the ideal. We have hundreds of incidents in history which teach lessons of perseverance, self-sacrifice, devotion, forgiveness, or generosity. I believe, with one of the writers in THE JOURNAL last summer, that one such incident will do more toward forming character than many didactic statements. With such a handbook we should have ready access to all these, and in too many cases ready access in the only access. Who will do it? If such a book exists I do not know it; if not, will our editor encourage some one who has leisure and ability to undertake it?

N. H. Montaña.

Your idea is excellent. There are two books of Miss Charlotte M. Yonge that may meet your needs, "A Book of Golden Deeds," and "Nine Worthies."

What is meant by a "volt"? I see it often mentioned in papers. Shenandoah. R. MUNSON.

The volt is the unit of electromotive force just as the foot is the unit of length. One current of electricity is stronger than another: this force is measured by a galvanometer. A one-cell gravity battery, as it is called, gives about one volt.

What is considered the most conclusive evidence that the earth is a sphere? I have a very intelligent patron who denies and argues against the appearance of a ship's sails before the hull, in a very plausible manner. EMMA S.

To an observer on a mountain peak in the ocean, as Ten-eriffe, there occurs what is termed a "depression of the horizon" or "dip of the horizon," that is, the sea (owing to the curvature of the earth) dips below the real horizon; at a height of 100 feet it dips nearly 10 minutes. There are other proofs, but let the "intelligent patron" argue that away first.

What is the best way to teach children the sounds of letters in spelling. I have some scholars that seem to have no idea as to the sounds that are used in the words they pronounce. Such children are usually from homes where all are illiterate, and hence they hear no correct speech.

G. M. E.

Alabama.

Put a word on the blackboard, as *cat*, and call the attention of the whole school to it. Then give the first sound *k*—then the *a*—then the *t*. You say "this spells *cat* by *sound*." Drill the whole school on this: then take another word and so go on day by day. You will cultivate the ear and eye. A very valuable book is "Cultivation of the Eye and Ear," by Supt. Calkins.

I was told that "tireless" is not a proper word because it is a combination of an adjective and a verb; this surprised me very much, as I have seen it applied many times, as "tireless energy." Is it not recognized by good writers? JOSEPHINE L. GAULT.

New Haven.

It is in constant use; it is, however, not in Webster's International Dictionary.

THE EDUCATIONAL FIELD

STATE ASSOCIATIONS FOR MID-WINTER, 1890 AND 1891.

[Will subscribers please aid us in making this list complete?] Colorado.—Dec. 30, at Denver.

California.—Last week in December, at San Diego. James G. Kennedy, Pres't; Miss Mary E. Morrison, Sec'y.

Illinois.—Dec. 29, at Springfield. P. R. Walker, Rockford, Pres't; J. M. Bowly, Litchfield, Sec'y.

Indiana.—Dec. 29, at Indianapolis. W. W. Parson of Terre Haute, Pres't; Anna M. Lemon, Bloomington, Sec'y.

Iowa.—Dec. 30-31, and Jan. 1, at Des Moines. James McNaughton, Council Bluffs, Pres't; E. J. Esgate, Marion, Sec'y.

Kansas.—Dec. 29, at Topeka. D. E. Sanders, Ft. Scott, Pres't; S. D. Hoaglin, Holton, Sec'y.

Michigan.—Dec. 22 to 24, at Grand Rapids. J. J. Plowman, White Pigeon, Pres't; D. A. Hammond, Charlotte, Sec'y.

Minnesota.—December.—L. C. Lord, Morehead, Pres't; Miss L. Leavens, Sec'y.

Maine.—January 1-3, at Augusta.

Mississippi.—December 23, at Jackson. J. J. Deupree, of Clinton, Pres't; J. J. Wooten, Oxford, Sec'y.

Montana.—Dec. 29 (Evening Session) to Jan. 1. J. C. Templeton, Sec'y.

North-east Missouri Association, at Hannibal, Dec. 28-31. David Gentry, Pres.

Nebraska.—Dec. 31 at Lincoln. Isaac Walker, Pembridge, Sec'y.

North Dakota.—Dec. 30-31, at Fargo. M. A. Shirley, Pres't; W. M. House, Sec'y.

South Dakota.—Dec. 29, at Sioux Falls. H. E. Kratz, Vermillion, Pres't.

Washington.—Dec. 31, at Spokane Falls. W. H. Heiney, Pres't.

Wisconsin.—December.—L. D. Harvey, Oshkosh, Pres't; W. J. Desmond, Milwaukee, Sec'y.

MANY evidences of the growing interest in the kindergarten were presented at the recent meeting of the New York Kindergarten Association. Prof. W. T. Harris, United States commissioner of education, in a letter said, "In my opinion the kindergarten should be a part of the public school system in every state in the country."

Rev. Heber Newton said, "We are finding out the necessity of industrial education without thought of technical training. The children of the kindergarten are being fitted for such education. Morality is taught by the habits formed and the atmosphere with which they are surrounded and without touching upon vexed questions in religion, or attempting to give any dogmatic instruction, the children are imbued with the spirit of reverence and gratitude to the Power in which we live, and move, and have our being."

President Seth Low, of Columbia college, said, "The connection between the kindergarten and the university is that of two extremes, separated by the whole educational system, yet related to one another. Education is somewhat like a pyramid: to rear a lofty pile we must begin with a broad and substantial base."

THE graduates of our high schools are recognizing they are a force. The alumnae of the high school, Louisville, Ky., held their first annual reunion and banquet Dec. 6, 1890. Many of the alumnae came from a distance, 500 women representing 32 classes being present.

Invited guests were the faculty of the school and ex-teachers resident in the city. Sentiments responded to were, "Our alma mater," "Our board of trustees," "Teachers," "Books," "Marriage," "Old maids," "Men mantua-makers," "Women," "Husbands," and the "Alumnae." It is the purpose of the association to build a memorial hall adjoining the school building, at an estimated cost of not less than \$5,000. Besides fitting up club and reading rooms, the intention is to establish post-graduate courses in literature, arts, and science. Donations to the building fund have already been made.

CALIFORNIA is certainly giving great attention to education. Mrs. Leland Stanford has made provision, out of her own funds of \$100,000 for the maintenance of five kindergarten schools, which she established. The Leland Stanford, Jr., university will be ready for the occupation of students in October, 1891. The institution is not intended for the admission of free pupils. The cost of maintenance of pupils is to be fixed at about \$200 per annum. Buildings are already erected for engine rooms, where mechanical industries may be taught, and from which the college grounds and buildings may be lighted by electricity. What course of instruction may be adopted in the Stanford university has not been fixed on yet. It undoubtedly will be in a large degree practical, and calculated to advance boys and girls in that kind of education which may be of service to them in after life.

SAN FRANCISCO has just opened the fifty-fifth free kindergarten. It is supported by the First Presbyterian church, and has been named after Nathaniel Grey, a

good and philanthropic man, who was for many years a prominent member of the church. There must be a reason why kindergartens are founded. Once it was said to be "the rich people's food," but now it is believed to be more needed by, and more useful to, the poor. The reason is that the kindergarten is the outgrowth and application of a discovery of Pestalozzi.

MISS KATE KENNEDY, who had been a teacher in the public schools of San Francisco for more than twenty years, about a year ago obtained a leave of absence, made a visit east, and upon her return found that her place had been given to her substitute. The board of education merely informed her that she was not wanted. Miss Kennedy then brought suit to test the legality of her discharge, meanwhile making formal application every month for her salary. She won her case in the lower courts, and now the supreme court sustains these decisions, and orders that she be restored and receive her back salary. Thus the principle is established that a teacher cannot be dismissed without cause.

THE North Wellington teachers met at Mount Forest, Ont., Canada, and

1. Resolved: that the present text-book on history was unsuitable and beyond the capacity of the children, and that a better book be selected by the minister of education.

2. Agreeing with two entrance examinations to the high schools.

3. That the compulsory law should be enforced; that the hundred days' attendance required of each pupil each year between the ages of seven to thirteen years should be allowed either during the first or the second half year.

4. That industrial schools should be established in every county, or group of counties, to which pupils, whose presence in the public schools is detrimental, may be sent.

5. That the third class certificates should be valid only in the counties where granted, unless endorsed by the inspector.

6. That teachers should serve as assistants, or as pupil teachers, in efficient rural schools for six months before being admitted to attend the model schools, for the fall term, to be trained for third class certificates. JOHN A. HARPER, Glen Allan, Ont., Pres. A. K. MCLEAN, Harrington, Ont., Sec.

THE people of Batavia have done well to secure John Kennedy to superintend their schools. He says of the schools: "The teachers are intelligent and progressive. They are trying to conform their work to the requirements of culture: hence I observe great elasticity of curriculum and method. They are making a special effort to cultivate taste for standard literature, and to promote thoroughness in study; meet once a week for conference in their work, are on the alert for new suggestions, and seem in no sense inclined to perfunctory work. Three teachers go out at the expense of the board to visit and inspect schools in other places. A regulation has been adopted that none but graduates of a state normal school shall be employed as teachers in any of the grades below the academy."

AT the institute recently held in Pittsburg, Dr. T. B. Noss said that "in education there exists two roads—the broad path of knowledge and the narrow one of development, and but few people travel the narrow one. This latter consists in the patient development of the pupil's mind, bringing out all there is in it, instead of putting into it." He said the United States would do well to imitate the German system of schools, which is the best in the world. He thought there was a great deal of truth in the charge that the public schools were godless. Superintendent Luckey disputed this last point. He said that if intense religious instruction would produce a nation of infidels like the Germans he did not want religious instruction in the American schools. He added that it was impossible to give religious and secular instruction in the same school.

WE learn from our Boston correspondent that Rev. A. E. Winship will retire from the editorship of the *Boston Journal of Education* to enter upon the editorial duties of a daily paper. We tender to him our best wishes for his success in this new field; he is a man we desire to have succeed in whatever work he undertakes.

SUPT. BALLARD, of Jamaica, L. I., gave an address on physical training before the Association of Graduates of State Normal Schools at the November meeting. A class of pupils present, and illustrated the lecture. The class performed their part admirably.

HON. J. W. DICKINSON, of the Massachusetts board of education, has been engaged by the English government to visit the island of Jamaica in February for the purpose of holding a teachers' institute, which is to continue ten days and be attended by school teachers from all parts of the island. Mr. Dickinson will take with him one

or more Massachusetts normal school teachers to aid him in his work.

A WAR exists in Wilkesbarre between two rival school boards, and this involves the teachers. A member of one school board went to the Georgetown school and tried to install a teacher. The one who is engaged by the other board resisted, saying, "you will have to go out of this building. I am master here." The pupils became excited and some of them cried out, "Let our old teacher remain. We want her." Warrants were issued for the arrest of the would-be school officer and teacher. Two other teachers have been interfered with. All this comes from the claims of a set of men who insist they are the rightful officers. The courts will settle it.

THE thirty-second annual meeting of the St. Lawrence Co. Teachers' Association was held at Canton, Nov. 28 and 29. "Can the present demands for professional teachers be met?" by Supt. Barney Whitney, of Ogdensburg; "Training class work in the academies," by Prin. J. F. Tuthill, Gouverneur, and "How to make primary schools attractive," by Miss Gertrude Giffin, of Heuvelton, were among the subjects discussed.

The association has done good work and is now in a flourishing condition, having had an attendance of 87 teachers.

THE annual report of the Alabama state normal college at Florence shows two hundred and thirty-one students in attendance, twenty-seven counties being represented. The expenditures were \$13,000. The college is evidently doing a splendid work; among the leaders is one graduate of the Potsdam normal school, and one of the Cook county normal school.

THE senior students at Phillip's academy, at Exeter, N. H., have chosen a colored student as class orator. He is from Philadelphia, and his name is Henry C. Minton. He is one of the editors of the *Phillips Literary Magazine* and also of the *Exonian*, the weekly school paper, and is a vigorous writer, and has been a leader in one of the debating societies since his entrance into the academy. He is very popular in the school.

THE re-union of the alumni of the Albany state normal school and College will be held January 2, 1891. The exercises will consist of class re-unions, literary exercises, business meetings, president's reception, and alumni supper.

NEW YORK CITY.

THE University and School Extension of 1890-91 has prepared syllabuses in language—German (4 yrs.), French (4 yrs.), Latin (4 yrs.), Greek (3 yrs.); in English literature; in history—American history, European history; in science,—law (2 yrs.), physical geography, geology, physics, chemistry, astronomy, elements of zoology, political science, descriptive psychology, physiological psychology, philosophy of education, geometry, etc. The registration fee is one dollar for each subject; the correspondence fee is ten dollars, and the examination fee two dollars, but additional syllabuses may be had at twenty cents each. The secretary in New York City is Matthew J. Elgas, 121 West 87th street; the general secretary, Seth T. Stewart, P. O. box 192, Brooklyn, N. Y. The professors selected to teach subjects included in the above course are men of the first rank.

THE Schoolmasters' Club met December 13, and elected for president, Seth Low; first vice-president, John Jasper; second do, William H. Maxwell; secretary, William L. Fitzgibbons; treasurer, George E. Hardy; librarian, John H. Woodhull; board of governors, James Godwin, Calvin Patterson, Randall Spaulding, William N. Barringer, Hugh P. O'Neil, Wilbur F. Hudson, Addison B. Poland, Edward R. Shaw, Francis H. Stoddard, Elijah A. Howland, A. G. Merwin, Truman J. Backus; committee on admission: N. A. Calkins, W. S. Sweeny, W. H. Gunnison, S. Farrand, S. S. Packard, D. H. Cochran, E. G. Ward, T. S. O'Brien, F. H. Hanson, J. T. Boyle, E. D. Shimer, and W. T. Vlemen.

The quarterly meeting of the Conference of Educational Workers will be held at the New York College for the training of teachers, 9 University Place, on Dec. 20, at 2 P.M. A paper will be read by Mr. G. W. Debevoise, superintendent of school buildings, N. Y., on "School Architecture and School Hygiene." Dr. W. G. Anderson, Dr. E. H. Cook, Prof. John F. Woodhull, Dr.

Nicholas Murray Butler, and others will discuss the matter.

On Thursday, December 11, the *New York World* opened its magnificent building to the public. It is at the New York end of the Brooklyn bridge, and towers above the other tall buildings in its vicinity. The height of this building can be realized by saying that the lantern (large enough to hold over twenty people) on top of the dome is higher than the cross on Trinity church spire. The building is the result of the hard labors and enterprise of the owner of the *World*.

DR. J. M. RICE delivered a lecture at Hardman hall, Dec. 9, on "A Remedy for School Evils." He recently spent some two years abroad studying the school systems of various countries. The lecturer said that the main cause of educational evils lies in the fact that most people fail to recognize the difference between an educated person and an educator. No one can understand how to develop the mind and body properly who has not made a thorough study of the mechanism of the mind and body and their mode of development; that is, he must possess a good knowledge of physiology and hygiene on the one hand, and of psychology and pedagogy on the other. Dr. Rice showed the necessity of having men connected with boards of education who are acquainted with the best educational methods. If parents once see the defects in the system, the remedy will not be a long time in coming, and then our schools will take their place with the best in the world.

THE late Daniel B. Fairweather, of New York, willed \$2,100,000 to different colleges. Among the bequests were those of \$100,000 each to Bowdoin, Dartmouth, Williams, Amherst, and Hamilton colleges. Cornell and Columbia got \$200,000 each. These bequests cause great rejoicing among the friends of higher education, and it is hoped that nothing will intervene to prevent the institutions from getting the money, as some of the smaller ones are needing it very much.

A NUMBER of educators met, Dec. 6, at the university to establish a society to promote sympathy between the public and the schools. It was proposed that a new association be formed to include various primary and grammar school teachers, representatives of the Normal college, the College of the City of New York, the University of the City of New York, Columbia college, and other educational institutions. It was quite generally agreed that the new society should hold aloof from attacks or criticism of any specific system, whether in New York, Brooklyn, or elsewhere, but call attention to the need of making a profession of what is now too often merely the temporary business of teaching, to excite public interest in school affairs and indirectly to endeavor to raise the tone of education. A committee of five was appointed, consisting of William Alexander Hay, Miss Ellen E. Kenyon, Miss Jennie B. Merrill, Col. George S. Balch, and Charles J. Majory. This committee, after having prepared its report, will call another meeting.

A MEETING of the New York Kindergarten Society was held, Dec. 6, at Lenox Lyceum. Richard Watson Gilder presided. Short addresses were made by Mr. Gilder, Hamilton Mabie, Rev. Heber Newton, E. Ellery Anderson, Dr. Thomas Hunter, Miss Le Row, Amos M. Kellogg, and Rev. W. M. Donald. Miss Young and Miss Wells, the teachers of the two kindergartens opened by the society, made interesting reports. Funds are needed to open more—about \$2,000 is needed to run a kindergarten for a year.

THE earnest activity of the public school teachers in this city in planning a bazaar to raise money for those who may be needy through old age or sickness, must be heartily applauded. They will find the citizens of this metropolis sympathetic and co-operative. Let every friend of public education aid in this noble enterprise. Tickets to the amount of \$25,000 have been sold, and the outlook for the \$100,000 aimed at seems good.

Round Trip Ticket to Jamaica, W. I., via Pennsylvania Railroad.

The Pennsylvania Railroad Company announces that beginning on December 15th, round trip tickets to various points on the Island of Jamaica will be placed on sale at the principal ticket offices. The route is over the Pennsylvania Railroad and Atlantic Coast Line to Port Tampa, Florida, and thence by the now steamer service, which has just been inaugurated by the Plant Steamship Company. This route greatly reduces the length of the sea voyage, while it also avoids the rounding of Hatteras. The fine winter climate of the West Indies, and the great Jamaica International Exposition opening on January 27th, and continuing four months, will no doubt stimulate travel to the summer isles. The round trip rate from New York is \$132.00; Philadelphia, \$128.00; Baltimore, \$124.00; Washington, \$122.00, with proportionate figures from other principal points. The rate includes service-room and meals on the steamer, which leaves Port Tampa every alternate Thursday after December 4th. The return coupons are valid until May 31st, 1891.

When you ask for Hood's Sarsaparilla do not be persuaded to buy any other preparation,

BOOK DEPARTMENT.

NEW BOOKS.

THE CENTURY DICTIONARY. Vol. IV.—M to P. New York: The Century Co. 1828 pp.

The publishers are more than making good their promise in regard to the completion of this work; for, although the first volume was only published in October, 1889, the fourth was issued in November, 1890, and we are promised the other two during the year 1891. They have found as the labor on the dictionary proceeded that the total number of pages (6500) originally intended must be increased to 7000 at least, in order to include the material accumulated, and the number of words defined will be considerably in excess of the 200,000 at first promised. If the same proportion holds good in the remaining letters to be treated, the total cannot fall short of 225,000. This number seems enormous, but only such words have been admitted as have obtained an established place in the language. The characteristics of the preceding volumes are everywhere observable here. The same thoroughness, the same accuracy, the same high quality of the illustrations, and the same copiousness of extracts from different authors to show the different uses of words. Another leading feature is the large amount of space given to technical and scientific terms. Many of these have come into use in the last ten or fifteen years, as, for instance, those beginning with *meso*-, *mono*-, *meta*-, *micro*-, and many others. The common English words, however, have the same exhaustive treatment. In treating the word *put* seventeen definitions and one hundred and sixty-nine phrases are given, which are illustrated by one hundred and ninety quotations, ranging from the earliest period of English literature to the present day, the definitions and quotations together exhibiting the word in every important phase of its idiomatic use. There is no need of multiplying examples, as this word alone will suffice. The book contains numerous fresh discussions of old words and new definitions of familiar words, besides definitions of many words that have been in our language scores of years, but are nevertheless new in the sense that they have never before been recorded. We have noticed before the excellence of the work of the illustrators. This is especially observable in the departments of art, mechanics, botany, and zoology. The thousands who have found the volumes thus far published of inestimable value in the school, the editorial sanctum, and the office, will await with pleasure the appearance of the two other volumes.

THE SPRING-TIDE HOLIDAY: A School Operetta. Written, composed, and arranged by W. S. Roddie. THE FLOWERS OF THE FOREST. Words and music composed by J. C. Grieve. F. E. I. S. PUNCH'S PARTY: A Musical Sketch for Juveniles. Words and music by J. O. Murdoch. PLAYMATES: A Juvenile Cantata. By J. C. Grieve. THE FOREST ROVERS; or Robin Hood and His Men: An Operetta for Schools. Words composed and arranged by W. S. Roddie. PARLIAMENT IN SCHOOL: A School Cantata. Written and composed by Mee Pattison. CHRISTMAS AT SCHOOL: A Cantata. Music by W. Howard Doane; libretto adapted by D. P. Gilmour. London: Weeks & Co., 14 Hanover street, Regent street W. Glasgow: Bayley & Ferguson, 54 Queen street.

The above publications are suitable for schools, or for public or home entertainments. They are somewhat varied in character giving considerable room for choice. All are in regular opera form with the music and words alternating on the pages, the casts of characters, costumes, etc., also being given.

THE STORY OF THE ILIAD, with thirteen illustrations. By Dr. Edward Brooks, A.M. Philadelphia: The Penn Publishing Co.

In this volume Dr. Brooks has given the story of the world's greatest poem in language suited to the comprehension of young persons. Fortunate are they who read the Iliad in youth when the imagination is vivid and the memory strong, as the beautiful pictures drawn by the old Greek poet remain with them through all their after life. Then the incidents of this poem are so woven into all other literature that an acquaintance with them is necessary for a proper appreciation of our great poets. The treachery of Paris, the faithlessness of Helen, the wrath of Achilles, the strength of Ajax, the valor of Hector, the wooden horse, are the subjects of frequent allusions by our writers. We are sure that the boys and girls whose tastes are not vitiated by cheap literature will read this book with delight. Writing for young people, the author has endeavored to adapt the style to their taste and capacity, and he has thus, first of all, aimed at simplicity of expression. As a consequence, he has been forced to omit some of the finest descriptions and most elegant passages of the poem. Those who wish to follow the adventures of the heroes further will find them described in the same author's book, entitled "The Story of the Odyssey, for Boys and Girls."

HISTORIETTES MODERNES. Recueillies et annotées. Par C. Fontaine, B. L., L. D. Tome II. Boston: D. C. Heath & Co., publishers. 158 pp.

This is a collection of specimens of the writings of recent French writers, including Erckmann-Chatrian, Jules Simon, Lemaitre, Arene, Rameau, Theuriet, and others. Many of the selections are preceded by brief biographical sketches of the writers. The notes at the end have been carefully prepared, and furnish all the aid necessary for one who is moderately versed in the lan-

guage. Lovers of good literature will find the style of many of these novelettes charming; they will well repay a perusal.

THUS THINK AND SMOKE TOBACCO: A Rhyme (XVII century). With drawings and decorations by George Wharton Edwards. New York: Frederick A. Stokes Company. \$2.50.

Whatever people may think about the habit of burning this Indian weed, there can be but one opinion regarding this book—it is a poem in form and color. The cover is brown and white cloth, with the figure of a smoker in red on a central ground of gilt, surrounded by the words of the title page, also in gilt. The tobacco shade prevails throughout in the illustrations and text with the exception of the headings and fancy initials, which are red. The book is printed on thick, smooth paper (only on one side of the leaf), and is gilt edged. In the headpieces will be found a great variety of charming cupids, while the frontispiece picture of the gentleman in the costume of two centuries ago, and that of the Indian farther on, are very appropriate.

FRIENDS FROM MY GARDEN. With original and selected poems, by Anna M. Pratt; illustrated by Laura C. Hills. New York: Frederick A. Stokes Co. \$2.50.

All lovers of flowers will be charmed with this dainty volume. Many of the common garden and field flowers are here personified by sprightly or pensive maidens decked out in floral and forest livery. The pussy willow properly leads the throng; it is the most artistic picture in the book, which is saying a great deal where there are so many that are fine. The poetry, which is mostly selections from old poets, is very appropriate. The front cover has the larkspur (flowers and decorated figure) in blue and gold with the title in tasteful letters. Those who intend to surprise some one with a present of a book should examine this charming product of the holiday season.

HOW TO TALK. Powell's Language Series. Part II. Illustrated with over 200 engravings. Philadelphia: Copperthwait & Co. 208 pp. Introduction price, 42 cents.

We all know how prone we are to form bad habits in the use of language, and how hard it is to get rid of them when once firmly fixed. The plan recommended in this book is not to leave the pupil to pick up all the localisms he hears, but to begin with First, Second, and Third reader pupils to teach the language as it should be spoken and written. Pictures, words, and their definitions is the order followed. Plenty of script is given, so that the pupil may become acquainted with that as well as the ordinary print. In pursuing the course laid down here he is learning reading, writing, grammar, and composition, and that in a natural and pleasant manner by describing objects with which he is familiar. The use of some words, as the verb *lay*, that puzzle many people in after life, is here made perfectly clear, and is so impressed on the young mind that it is never forgotten. Teachers should examine this and the other books of this series.

HARRY AMBLER; OR, THE STOLEN DEED. By Sidney Marlow. Philadelphia: The Penn Publishing Co. 361 pp.

This is a story of plain country folk in Massachusetts and Pennsylvania, the greater part of the scene being laid in the latter state. The narrative is based on the misfortunes and finally the good fortune of the Ambler family, who have to contend with a rascally landlord—Tull. The latter steals a newly-made deed of the house the Amblers occupy from the body of Mr. Ambler, who is drowned, tears it up and throws it into the stream. It is recovered by Jock, the colored boy, who by his odd speeches and actions infuses a great deal of comedy into the story. This ends satisfactorily in the defeat and disgrace of Tull.

LESSONS FOR A FIRST YEAR IN ENGLISH GRAMMAR. By Jessie McMillan Anderson. New York: John B. Alden, publisher.

The author of this little book is a teacher, and has used the lessons here presented successfully in the school-room, which seems to be about as good a recommendation as they need. All those rules and exceptions which so many grammars contain, but which serve to complicate matters and to puzzle the beginner, are left out. The pupil proceeds from the consideration of letters, to that of words, and from words to sentences, by easy stages. The method of straight-line diagramming set forth in Part II. is very graphic and easily understood.

HOW TO PRESERVE HEALTH. By Louis Barkan, M.D. The trade supplied by the American News Co. 344 pp.

This book deals with a subject in which all should be interested, for what is more important than the preservation of the health. The author attempts to instruct his readers in what they may do to enjoy health and avoid sickness. The treatment is left to the physician. The book will be useful for family reading, or for reference in cases of emergency, as in poisoning, etc.

A GIFT OF TONGUES: German. By Effie Emeline YOUNG. Avery & Company, publishers, 45 Park street, Orange, N. J.

The object of the author has been to make the three-fold difficulties in learning a language—pronunciation, gender, inflection and construction—less formidable by bringing them to the eye of the student each time that word itself is presented. The construction is simplified by remarks and examples on cards, drawing attention

to the chief differences between the English and German languages in the arrangement of sentences, etc.

HEIMBURG'S CHRISTMAS STORIES. Translated by Mrs. J. W. Davis. Illustrated. New York: Worthington Co.

These are German stories and have of course decidedly a German flavor, but we are sure they will be appreciated by American readers. The translator, we think, has caught the spirit of the original. They will make excellent reading for the holiday time.

GUILFORD'S EASY READING LEAFLETS. For beginners in reading. By A. B. Guilford, Jersey City, N. J. New York: Peckham, Little & Co., 56 Reade street.

Mr. Guilford, as instructor in language in the Jersey City training school, has had much practical experience in this subject. His leaflets combine the word and sentence method, each lesson having a picture presenting to the eye the ideas embodied in the words. Each leaflet has two lessons, which proceed by easy steps up to No. 20, when the pupil is ready to read simple stories and verses. The pupil ought then, if the work has been thoroughly done, to be familiar with a large number of words, and be able to recognize them in whatever combinations they occur. The path to an elementary knowledge of reading which was once rather thorny for the pupil, may be made very easy and pleasant by the use of these cards.

ANNOUNCEMENTS.

A. C. MCCLURG & Co., 117-121 Wabash avenue, Chicago, have issued an "Illustrated Holiday Catalogue" of over three hundred pages in all. The price is fifty cents. The list includes illustrated gift books, monotonous books, and booklets, poetry, standard books in sets, standard and miscellaneous books, cook books, juvenile books, illuminated board covers, Bibles, Testaments, etc. All the leading publishers are represented, the book being handsomely illustrated with pictures from many of the most important books published recently.

A. LOVELL & Co. have just published a story by the popular Spanish writer, Pedro A. de Alarcon, translated by Mrs. Francis J. A. Darr. Its title is, "The Strange Friend of Tito Gil."

A. S. BARNES & Co., New York, have just issued an edition de Luxe of Goodey's history of art, which work is considered by most critics to be the best of the smaller histories of art published. The book is bound in rich red cloth, white and gold sides and back, ornamented with designs selected from art subjects, gilt top, uncut edges, and put up in a neat box, makes one of the most beautiful and valuable gift books of the year.

THE POPE MFG. Co. issue a most valuable business calendar for 1891, in the Columbia Cycle Calender and Stand. It is in the form of a pad containing 366 leaves, each leaf having on it date, day of week, day of year, and number of days to come, a paragraph pertaining to cycling or some kindred subject. The leaves are fastened only on the end, so that each entire leaf can be exposed. The stand is made of stained wood, brass mounted, with pencil holder and pen rack.

CATALOGUES AND PAMPHLETS RECEIVED.

Quinine as a Preventive against Malarial Fever. This pamphlet contains essays by Prof. Binz, of Bonn, and Dr. O. Scheling, and is published by C. F. Boehringer & Sons, chemists, of Mannheim and New York.

Annual Report of the Commissioner of Pensions to the Secretary of the Interior for the Year Ended June 30, 1890. Washington: Government printing office.

MAGAZINES.

The December number of the *Magazine of Art* fully sustains the reputation attained by its predecessors. The frontispiece is an etching by James Doble, of George Frederick Watts' masterpiece, "Fata Morgana." Another notable illustration is "A Distinguished member of an Humane Society" (a Newfoundland dog) engraved by P. Kuhdemann from Sir Edwin Landseer's famous painting. There is a fine article on "Warwick Castle and its Art Treasures," which is fully illustrated. The most entertaining article will be that on "A Great Painter of Cats," with its numerous illustrations.

The December *Magazine of American History* contains some articles from which teachers may derive profit, among which are: "The Ancient Town of Fort Benton in Montana," "David Hartley and the American Colonies" (frontispiece portrait) "La Salle's Homestead at Lachine," "Glimpses of Early Michigan Life," and "Our Old Webster's Spelling Book."

"Children's Coughs," "What may be Done to Prevent Diphtheria," and "Kindergarten Employment at Home," are some of the useful articles in the December *Babyhood*.

The December *Century* continues the California series with two articles—General Bidwell's paper on "Life in California before the Gold Discovery," and "Ranch and Mission Days in Alta California." The hundredth anniversary of the death of Franklin is marked by Mr. Charles Henry Hart's paper on "Franklin in Allegory," with a full-page engraving of Franklin after a portrait by Peale, and reproductions of French prints. Joel Chandler Harris contributes a Christmas story, and Prof. Henry Morton, of Stevens Institute a poem, and there are other articles appropriate to the season. The fiction is varied and of a high standard. The contributors of poetry are Riley, Dobson, Celia Thaxter, and Lathrop. Jefferson gives his views of the acting of Salvini.

The December number of the *Ladies' Home Journal* is very sensible, containing Margaret Deland's poem, "The Christmas Silence," Ida Lewis' "Christmas in a Lighthouse," "Dr. Talmage's Christmas Cheer," "How to Accept Presents," "From Under the Mistletoe," etc.

Prof. E. E. Freeman, of Oxford, has written an article for the *North American Review*, which is announced to appear in an early number, on "Modern Life in English Universities."

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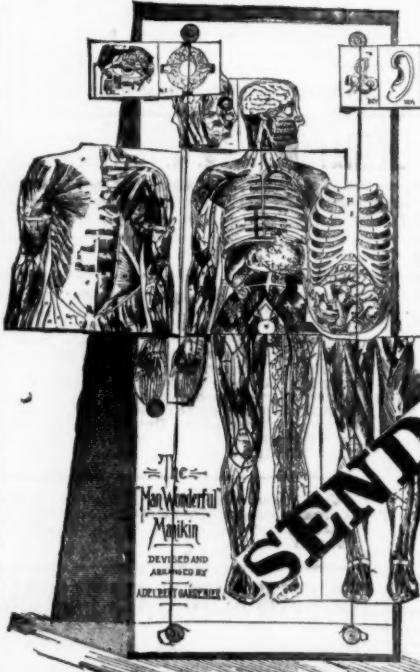
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Many species of fish are luminous. Amongst others may be mentioned the *Medusa*, which are highly luminous, especially in warm seas. It has been remarked that flashes of light pass over them when they touch one another in swimming, and they appear at intervals like globes of fire among the lesser lights of the *Noctiluca*. These are the most beautiful of the Infusoria, and are distinguished by their brilliant light, which makes the sea shine like streams of silver in the wake of a ship. Perhaps the most splendid of the luminous fishes are the *Pyrosoma*. When seen at night they look just as if they were made of glowing white-hot iron, and they are at times so numerous as to choke the nets of the fishermen, and diffuse so strong a light around them that other fishes are rendered visible when they happen to swim within the sphere of their radiance. There is generally a greenish hue about the light.

The average age to which dogs live is about 15 years. It varies in different species, and much depends upon the care with which they are treated. A notice lately appeared of the death of a brown water-spaniel at the age of 28 years. She had belonged to the same owner from a puppy, and died literally of "sheer old age."

The eagle is enabled to look at the sun by reason of the existence of a thin, semi-transparent veil, which can be instantaneously drawn over the front of the eye. It is known as the nictitating (i. e., winking) membrane, and acts as a screen to shut out the too great intensity of light, so that with its assistance the eagle can confront the sun even at noonday. The membrane is so fine as not to obstruct the sight when drawn, like a curtain, across the pupil, and when not in use lies folded up in the inner corner of the eye.

Fish emigrate in shoals, either for food or shelter, principally for the former reason, as in the case of the herrings, which arrive on certain coasts in shoals in search of the sea caterpillar—a small insect, common in many seas, but so particularly plentiful on the coasts of Normandy in the months of June, July, and August, that the whole surface of the water is covered with it as with a scum. This is the season when the herrings come in such prodigious shoals to those coasts. The herrings feed on these creatures greedily, as is shown by the vast quantities found in their stomachs. The mackerel come down in great numbers regularly at certain times of the year. This fish is an herb-eater, and is particularly fond of the sea plant called by naturalists the narrow-leaved purple seawrack, which grows in great abundance on the coasts of England and many other places, and is in its greatest perfection in the beginning of the summer.

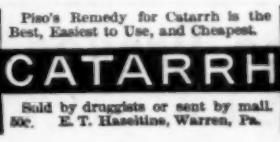
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Little is known yet of the age of animals that have not been domesticated. Whales and elephants have been credited with reaching an age which can now only be described as fabulous. It was an article of belief that a five-hundred-year-old elephant was only a comparatively youthful forest ranger; while the whale was supposed to complete his 1,000 years without difficulty. It seems probable that, as a matter of fact, the lives of both of these animals endure for about four hundred years under the most favorable circumstances, and that they are longer lived than any other. It is recorded that when Alexander the Great conquered Porus, King of India, he captured a huge elephant which had fought very stoutly against him, and set it free with a band of metal round its leg, recording the fact that he had dedicated it to the sun. Three hundred and fifty years later this elephant was found with the inscription still intact. The age of whales is ascertained by the size and number of laminae of whalebone, which increase yearly.



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